The Journeys Program:

A Research-Based Approach

HOUGHTON MIFFLIN HARCOURT

Contents

Overview

The Houghton Mifflin Harcourt ***Journeys*** program is a core reading program designed to meet the diverse needs of all students, from Kindergarten through grade 6. It includes the key elements of reading instruction, from learning the alphabetic principle and decoding through comprehension. The components of the program and the activities and strategies presented throughout are based on current research and best instructional practice advocated by classroom teachers, administrators, teacher educators, and policymakers. The ***Journeys*** program provides students with the skills they need to succeed, preparing them ultimately for the high literacy demands of college and the workplace. In the program, students develop reading comprehension skills including developing their skills as critical thinkers, writers, speakers, listeners, and communicators. ***Journeys*** meets the expectations set forth in the Common Core State Standards.

The purpose of this document is to demonstrate clearly and explicitly the scientific research base on which the program is built. The program is built around what we know about effective reading instruction—strategies for phonemic awareness/phonics instruction, vocabulary instruction, reading comprehension instruction, fluency instruction, and differentiation to meet the needs of all learners. The ***Journeys*** program integrates each of these research strands into a program that research suggests will benefit students and prepare them to meet the demands of school and work.

To help readers make the connections between the research strands and the ***Journeys*** program, each strand includes the following sections:

- **Defining the Strand.** This section summarizes the terminology and provides an overview of the research related to the strand.
- **Research that Guided the Development of *Journeys***. This section identifies subtopics within each strand and provides excerpts from and summaries of relevant research on each subtopic.
- **From Research to Practice.** This section explains how the research data are exemplified in the ***Journeys*** program. The combination of the major research recommendations and the related features of the ***Journeys*** program will help readers better understand how the program incorporates research into its instructional design.

A bibliography of works cited is provided at the end of this document.

Introduction to the Common Core Edition

The ***Journeys*** program was designed to align with the Common Core State Standards. These standards were developed to chart a clear course from K to 12 to ready students for future demands of school and work. Adopting common standards across states means that expertise, resources, and best practices can be shared to help to ensure that all students are prepared for postsecondary and workplace success. The Common Core State Standards are:

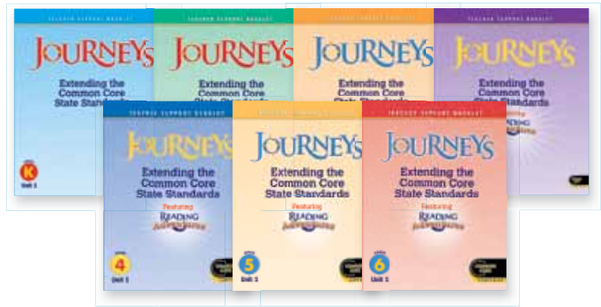
- Based in research on best practices and content to prepare students for college and careers
- Nationally and internationally benchmarked against existing standards
- Rigorous, and include the high-order thinking skills students need to be competitive in the 21st century
- Written to provide grade-level clarity to educators, students, and families

In English, the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are organized around four strands: Reading (Literature, Informational Text, and Foundational Skills), Writing, Speaking and Listening, and Language. In reading, a balance of reading literary and informational texts is strongly emphasized in the standards, as is the expectation that the grade-level texts be appropriately complex and increasingly sophisticated across grade levels. In writing, students are expected to compose narratives, informational texts, and arguments, which use reason and evidence to substantiate claims. In language, the Standards delineate expectations for vocabulary acquisition and the use of standard English conventions and grammar.

For states and districts, the Common Core State Standards represent the beginning of a new stage in standards-based education. The Standards chart a course that must be supported with effective curriculum, instruction, and assessment. The Standards tell what students should learn—but do not describe how students will learn; they were written with "a focus on results rather than means…and must be complemented by a well-developed, content-rich curriculum." (CCSSI, 2010a, pp. 4, 6)

With its focus on explicit and systematic instruction in reading, fluency, writing, speaking and listening, and language (and its Common Core-aligned assessment system), the **Houghton Mifflin Harcourt *Journeys*** program provides this support for educators implementing the Common Core.

In the ***Journeys*** program, students learn about words through instruction in vocabulary, spelling, language, and phonics. This deep knowledge and understanding of words aligns with the Common Core focus on students reading and producing increasingly complex literary and informational texts. The high-level texts included in the ***Journeys*** program meet the Common Core mandate that students read high-quality and grade-appropriate literary and informational texts. To support those students who are not yet successful readers, the program provides scaffolded support for struggling readers and English learners to reach the grade-level targets by year's end.



Throughout the ***Journeys*** program, teachers are supported in understanding the Common Core State Standards. Teachers are provided opportunities to extend learning that is aligned with the skills and concepts in the Common Core State Standards. All activities are presented with a list of aligned standards so that teachers can be sure that instruction and learning align with the expectations of the Common Core State Standards.

Journeys supports Common Core implementation for both teachers and students in multiple ways.

For Teachers:

- Explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language aligned to the Common Core State Standards.
- ***Journeys*** **Suggested Weekly Planners** provide daily Common Core Standards Correlations and planning for Extending the Common Core Lessons.
- **Teacher and Student Routines** for use throughout the year integrate the Common Core State Standards into daily classroom instruction.
- ***Journeys*** **Common Core tabs** provide Professional Development Support and Weekly Common Core Correlations, as well as teaching tips for each area of the Standards.
- The **Teacher Support Booklet** for each unit provides support for the student *Reading Adventure* Magazine and builds on and extends that unit's instruction.
- ***Journeys*** **Digital** online tools in Grammar and Writing provide interactive opportunities to apply the Common Core State Standards.

For Students:

- High-quality literature, informational texts, and instructional content offer a wealth of opportunities for students to learn and master the Common Core State Standards.
- *Reading Adventures* materials (high-quality literature and informational texts) consolidate and extend the instruction in the core ***Journeys*** lessons and students' mastery of the Standards.
- **Activity Central** offers fun ways to apply standards in Language and Listening and Speaking.
- **Your Turn** supports the Standards' high expectations for writing.
- **Common Core Standards Review** at the end of Unit 6 reviews the standards taught throughout the year.

Strand 1: Developing Phonemic Awareness and Phonics

Learning to read is a complex task for beginners. They must coordinate many cognitive processes to read accurately and fluently, including recognizing words, constructing the meanings of sentences and text, and retaining the information read in memory. An essential part of the process for beginners involves learning the alphabetic system—that is, letter-sound correspondences and spelling patterns—and learning how to apply this knowledge in their reading.

Report of the National Reading Panel: Teaching Children to Read
Reports of the Subgroups, 2000, pp. 2-80

Defining the Strand

Students' ability to comprehend is dependent on their ability to quickly and automatically decode the words on the page. Without sufficient skills in phonics and phonemic awareness, students cannot achieve this goal. Decoding must be included in any effective early reading program (Kendeou, van den Broek, White, & Lynch, 2009) and is essential in meeting the needs of older, struggling readers (Chard, Pikulski, & McDonagh, 2006; Moats, 2001).

The research on teaching children to read clearly supports the inclusion of both phonemic awareness instruction and phonics instruction in a balanced reading program. After examining close to 100 studies, the National Reading Panel (2000) concluded that instruction in phonemic awareness and in phonics yields positive gains in early reading development. These findings confirmed the findings of earlier studies by Marilyn Adams (1990) and Jeanne Chall (1967).

Phonemic awareness instruction focuses on the sounds, or phonemes, of language. Blending sounds to make words, segmenting the sounds of words, manipulating sounds to make new words, and grouping words with similar sounds are all phonemic awareness activities.

In phonics instruction, the focus is on printed language—initially on the correspondences between letters and sounds/phonemes, and then on applications to reading and spelling. A systematic approach to teaching phonics involves specifying a sequence of phonics elements, teaching these explicitly, and providing students with opportunities to practice decoding words.

In the Common Core State Standards, the expectations for phonics and phonemic awareness skills are included in a separate strand of the Reading standards: Foundational Skills (K-5), skills which "are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines." (Common Core State Standards Initiative, 2010a, 15)

The ***Journeys*** program provides students with the building blocks for early reading success. In ***Journeys***, effectively sequenced, systematic, coordinated instruction develops students' foundational reading skills—such as hearing and using the phonemes of words, and applying phonemic awareness and phonics skills to decoding printed text.

Research that Guided the Development of the *Journeys* program

Phonemic Awareness

Phonemes are the smallest units of spoken language, and phonemic awareness is the ability to focus on and manipulate these sounds in words. Possessing phonemic awareness is a precursor to decoding, in that students who can isolate individual sounds in spoken words can better connect these sounds with specific letters. The relationship is also recursive, however; phonemic awareness supports decoding, and reading helps to develop phonemic awareness.

The National Reading Panel (2000) meta-analysis found that phonemic awareness instruction was effective at improving the phonemic awareness, reading, and spelling skills of varied populations of learners at different grade levels: Results of the meta-analysis showed that teaching children to manipulate the sounds in language helps them learn to read. Phonemic awareness instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as in other languages (Report of the National Reading Panel: Teaching Children to Read, Reports of the Subgroups, 2000, 2-5).

According to the National Reading Panel (2000), instruction in phonemic awareness should be included in kindergarten and Grade 1, and continue until students are able to hear the phonemes, or sounds, in spoken words. Research suggests that in terms of timing, intervention in phonemic awareness should be provided before students fall too far behind their peers (Schuele & Boudreau, 2008).

What does research suggest are particularly effective strategies for teaching phonemic awareness? Activities to teach phonemic awareness should include varied tasks, such as identifying words that share the same beginning sounds (cat and car), blending sounds to make words (fffffuuuunnnn into fun), or isolating sounds in words (d-o-g) (Phillips, Clancy-Menchetti, & Lonigan, 2008). Studies also point to the benefits of small-group instruction. Focusing on specific skills, fewer rather than more at a time, is also effective. Teaching phonemic awareness with graphemes, or symbols such as letter cards for sounds, has also been shown to be particularly effective. Effective phonemic awareness instruction can take a short amount of time (Reading & VanDeuren, 2007), but should be presented in a meaningful context, so that students can see the application and value of the skill (Cunningham, 1989).

Phonics

Research suggests that instruction in phonics is an important element in a balanced reading program. As described previously, phonics instruction involves teaching students letter-sound correspondences and spelling patterns, and providing practice on applying this knowledge to reading and spelling. Because phonics is the relationship between letters and sounds, beginning readers need systematic instructional experiences with letters and sounds (Pikulski, 2012).

In its examination of 38 studies on instruction in phonics, the National Reading Panel (2000) concluded that students who were explicitly and systematically taught phonics progressed more quickly and made greater achievements in reading; "The conclusion supported by these findings is that various types of systematic phonics approaches are significantly more effective than non-phonics approaches in promoting substantial growth in reading." (2-93) Numerous independent studies, too, have supported explicit phonics instruction as an essential element of an effective early reading program (see, for example, Beverly, Giles, and Bruck, 2009, on benefits of explicit phonics instruction with Grade 1 students; Foorman, Francis, Novy, and Libermann, 1991, on Grade 1 classrooms with greater letter-sound instruction; Juel and Minden-Cupp, 2000, on specific benefits of direct phonics instruction for Grade 1 students with low literacy).

Research suggests that the teaching of phonics is most important in Grades K through 2, but instruction in these skills is also important for poor readers in the intermediate and upper grades (Moats, 2001).

Phonics instruction is most beneficial when it is provided in a systematic, sequential manner. In their 2009 study comparing systematic phonics instruction with a nonsystematic approach, de Graaff, Bosman, Hasselman, and Verhoeven found that systematic phonics instruction showed greater effects in kindergarten students' phonemic awareness, spelling, and reading comprehension than did instruction in phonics that was nonsystematic.

From Research to Practice

Phonemic Awareness in Journeys

The ***Journeys*** program provides systematic instruction in phonemic awareness for early readers, and suggestions for supporting the needs of older readers as well. The instructional activities in ***Journeys*** align with the Common Core State Standards expectations for phonological awareness. Phonemic awareness is a key element of the Common Core expectations and a major focus of instruction in ***Journeys*** across the early grades.

Kindergarten provides a good example of this instructional and learning focus. For example, see the Common Core State Standards for phonological awareness for Kindergarten below.

Common Core State Standards
Reading Standards: Foundational Skills

Kindergarten

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Below, see the scope and sequence from ***Journeys***, and note how phonemic awareness is part of the daily *Opening Routines*, which begin each lesson.

Journeys Scope and Sequence
Phonemic Awareness

Lesson	Focus	Activity	Lesson	Focus	Activity
K, Unit 1, Lesson 1	•Rhyming words •Single sounds		K, Unit 1, Lesson 5	•Beginning sounds •Words in oral sentences	
K, Unit 1, Lesson 2	•Beginning sounds		K, Unit 2, Lesson 6	•Blend onset and rime	
K, Unit 1, Lesson 3	•Beginning sounds •Words in oral sentences		K, Unit 2, Lesson 7	•Blend onset and rime •Segment onset and rime	
K, Unit 1, Lesson 4	•Beginning sounds. •Words in oral sentences		***And so on...***		

In summary, as shown above in the Common Core State Standards, students in Kindergarten are expected to master specific skills in phonemic awareness, including:

- Recognizing and producing rhyming words
- Blending and segmenting syllables
- Blending and segmenting onsets and rimes
- Isolating phonemes
- Adding or substituting phonemes

Each of these skills is systematically introduced and reinforced in the ***Journeys*** program in Kindergarten.

***Journeys* Phonemic Awareness Instruction**	
Kindergarten	
Beginning Sounds	K-1 T96, T105, T121, T176, T184, T256, T264, T281, T336, T344, T360 K-2 T16, T24, T40, T96, T104, T120, T176, T184, T256, T264 K-3 T16, T24, T40, T96, T120, T176, T184, T200, T256, T264, T280, T336, T344, T360 K-4 T16, T24, T96, T176, T184, T200, T256, T264, T280, T336, T344 K-5 T16, T24, T104, T120, T176, T184, T200, T256, T264, T280, T336, T344 K-6 T16, T24, T40, T96, T104, T120, T176, T184, T200, T257, T264, T280, T336, T344
Final Sounds	K-1 T16, T24; K-3 T104, T120, T264, T280, T344, T360 K-4 T120, T264, T280, T360 K-5 T96, T104, T120, T336, T362
Medial Sounds	K-3 T24, T40, T336 K-4 T24, T40, T336, T344 K-5 T24, T40, T184, T200, T334, T336 K-6 T24, T40, T336, T344, T362
Onset/Rime Blending	K-2 T16, T24, T40, T96, T104, T176, T184
Onset/Rime Segmentation	K-2 T97, T105, T177, T185
Phoneme Blending	K-2 T256, T264, T336, T344 K-3 T40, T120, T200, T280, T360 K-4 T40, T120, T200, T280, T360 K-5 T40, T120, T200, T280, T362 K-6 T40, T120, T200, T280, T362
Phoneme Segmentation	K-4 T97, T105, T177, T185, T257, T265, T337, T345 K-5 T17, T25, T97, T105, T177, T185, T257, T265, T337, T345
Phoneme Substitution	K-5 T185, T345 K-6 T13, T23, T93, T103, T173, T183
Rhyme Recognition	WTK 4, 6, 8, 10, 12, 14, 16, 18, 20, 22 K-1 T16, T24
Syllable Blending	WTK 6, 10, 12, 16, 20, 22
Syllable Segmentation	WTK 16, 20, 22

Phonemic awareness is not just a focus in the first level of the ***Journeys*** program. Students are provided initial instruction and support until they master each essential early reading skill. Across all of the early grade levels of ***Journeys***, the **Suggested Weekly Plan** includes daily instruction in phonics, phonemic awareness, and high-frequency words. For example, see this sequence from Grade 2:

***Journeys* Suggested Weekly Plan—Phonemic Awareness Grade 2, Unit 1, Lesson 1**	
Day	Phonemic Awareness
Day 1	Phonemic Awareness T18
Day 2	Phonemic Awareness, T25
Day 3	Phonemic Awareness T44
Day 4	Phonemic Awareness T54, T55

In addition, ***Journeys*** program ancillaries support instruction in phonemic awareness. The **Emerging Literacy Survey, Grades K-1**, provides diagnosis of phonemic awareness and basic reading skills and screens students for possible intervention needs.

Phonics in Journeys

The ***Journeys*** program provides systematic, sequenced phonics instruction. In addition, the program supports teachers in planning decoding instruction for their students. As background, teachers are provided with research on decoding instruction.

In ***Journeys***, young readers are provided with systematic instruction in phonics that meets the Common Core State Standards and the best practices identified by research in phonics instruction. For example, the following table shows phonics skills taught in the early elementary grades of ***Journeys***. Note how the skills and concepts in phonics build systematically from Kindergarten to Grade 2:

***Journeys* Phonics Instruction**				
Kindergarten	**Grade 1**		**Grade 2**	
• Consonants • Short Vowels • Word Blending • Word Building	• Alphabet/Letter Recognition • Base Words • Compound Words • Consonant Clusters • Consonant Digraphs • Consonants • Contractions • Inflections • Long Vowels	• Phonograms • Possessives • Prefixes • R-Controlled Vowels • Short Vowels • Suffixes • Syllabication Patterns • Syllable *–le* • Vowel Digraphs	• Base Words and Endings • Change *y* to *i* • Compound Words • Consonant Blends • Consonant Digraphs • Contractions • Double Consonants and *ck* • Final Blends • Final Stable Syllables • Homophones • Long Vowels • Possessive Nouns	• Prefixes and Suffixes • *r*-Controlled Vowels • Schwa Vowel Sound • Short Vowels • Silent Consonants • Sounds for *c* • Sounds for *g* • Vowel Digraphs • Vowel Dipthongs • Words with CV Pattern • Words with CVC Pattern • Words with VC*e* Pattern

To aid teachers in planning instruction that incorporates a focus on decoding, the **Planning and Pacing** guides for each unit in the early grades include instruction in **Phonics** and **High-Frequency Words**. As an example, see the focus in the first unit in Grade 2:

Grade 2, Unit 1	Phonics	High-Frequency Words
Lesson 1	Short vowels *a, i*; CVC syllable pattern	*High-Frequency Words,Decodable Readers*
Lesson 2	Short vowels *o, u, e*; CVC syllable pattern	*High-Frequency Words, Decodable Readers*
Lesson 3	Long vowels *a, i*; Sounds for *c*	*High-Frequency Words, Decodable Readers*
Lesson 4	Long vowels *o, u, e*; Sounds for g	*High-Frequency Words, Decodable Readers*
Lesson 5	Consonant blends with *r, l, s*	*High-Frequency Words, Decodable Readers*

The **Suggested Weekly Plan** includes daily instruction in phonics, phonemic awareness, and high-frequency words. See this lesson from grade 2 as an example:

Journeys Suggested Weekly Plan—Phonics and High-Frequency Words Grade 2, Unit 1, Lesson 1		
Day	Phonics	High-Frequency Words
Day 1	Short vowels a, i T18-T20	T13
Day 2	Short vowels a, i T26-T27	T25
Day 3	CVC syllable pattern T44-T45	T43
Day 4	Phonics Review T54-T55	T53
Day 5		T63

In addition, students in Grades K through 2 are able to take advantage of the ***Journeys*** **Decodable Texts**. And, for additional practice, the ***Journeys*** **Ready-Made Work Stations** provide tools for students to work independently on various literacy skills—including decoding.

Additional ***Journeys*** program components support students' early reading skills. These include:

- **Sound/Spelling** and ***Alphafriends/Alfamigos*** **Cards and Music** that provide important sound-letter associations for Kindergarten students' phonics development.
- **Write-On/Wipe-Off Boards** give Kindergarten students a place to build and blend words. ***Journeys*** utilizes technology to support student learning.
- **Interactive Simulations by *Destination Reading®*** are interactive activities to support key ***Journeys*** content for phonics, grammar, and comprehension.

Finally, for students in the upper grades who can still benefit from decoding instruction, ***Journeys*** provides instructional support.

Upper Grades Support for Phonics and Decoding Instruction in *Journeys*		
Grade 4	Grade 5	Grade 6
Base Words and Endings, 4-3, T113	Base Words and Endings, 5-4, T39, T185, T259	Base Words and Inflectional Endings, 6-2, T259
Clusters, 4-2, T113	Compound Words, 5-2, T259	Common Final Syllables, 6-2, T187; 6-3, T331
Compound Words, 4-3, T41	Consonant Alternations, 5-5, T331	Common Word Parts, 6-5, T331
Digraphs, 4-2, T41	Digraphs, 5-1, T259; 5-3, T185	Comparing Related Words, 6-4, T37
Homophones, 4-1, T331	Homophones, 5-2, T187	Confusing Words, 6-6, T211
Open and Closed Syllables, 4-1, T113	Inflections, 5-4, T39	Consonant Alternations, 6-3, T187
Prefixes, 4-4, T183	Open and Closed Syllables, 5-3, T113	Homophones, 6-1, T331
Silent Consonants, 4-6, T165	Prefixes, 5-5, T259; 5-6, T31	More Common Prefixes, 6-4, T331
Sound/Spelling Changes, 4-4, T39, T111	Schwa + /r/ Sounds, 5-2, T331	More Common Suffixes, 6-4, T111
Spelling Patterns, 4-6, T211	Stress in Three-Syllable Words, 5-4, T331	Prefixes and Word Roots, 6-3, T259
Suffixes, 4-3, T259; 4-4, T255	Suffixes, 5-4, T185, T259; 5-6, T77	The Prefixes ad-, ob-, af-, ap-, as-, 6-5, T113
Syllables, 4-2, T187, T259; 4-3, T331; 4-6: T31, T75, T119	Syllables, 5-1, T331; 5-2, T41, T331; 5-5, T43, T115, T187	The Prefixes per-, pre-, pro-, 6-5, T39
Syllabication Patterns, 4-1, T39, T183, T255; 4-4 T331; 4-5, T41, T113, T189, T261, T331	Syllabication Patterns, 5-1, T39, T113, T187; 5-3, T41, T113, T257, T331; 5-4, T331; 5-6, T211	Recognizing Common Prefixes, 6-3, T115; 6-5, T257
VCCV Syllable Pattern, 4-1, T39, T255; 4-5, T113, T189	VCCCV Syllable Pattern, 5-6, T211	Recognizing Common Suffixes, 6-2, T331
VCV Syllable Pattern, 4-1, T39, T255; 4-5, T41, T113	VCCV Syllable Pattern, 5-1, T187; 5-3, T41; 5-6, T211	Recognizing Common Word Parts, 6-3, T39
Vowel + r Sound, 4-2, T331	VCV Syllable Pattern, 5-1, T39, T113; 5-3, T113; 5-6, T211	Recognizing Latin Word Parts, 6-6, T121
Word Parts, 4-3, T185; 4-4, T331; 4-5, T41, T113	Vowel + /l/ Sounds in Unstressed Final Syllable, 5-3, T331	Recognizing More Suffixes, 6-5, T185
	Vowel + /r/ Sounds, 5-2, T113	Recognizing Prefix Forms, 6-6, T167
	Vowel Sounds in VCV Syllable Patterns, 5-1, T113	Recognizing Word Parts, 6-6, T75
	VV Syllable Pattern, 5-3, T257	Schwa in Unstressed Syllables, 6-2, T113
	Word Parts, 5-4, T39, T115; 5-6, T31	The /sh/ and /zh/ in Final Syllables, 6-4, T185
	Word Roots, 5-6, T31, T121, T165	Silent Consonants in Multi-syllable Words, 6-2, T41
		Spelling Patterns in Words from Other Languages, 6-6, T29
		Stressed and Unstressed Syllables, 6-1, T187
		VCCCV Syllable Pattern, 6-1, T261
		VCCV Syllable Pattern, 6-1, T39
		VCV Syllable Pattern, 6-1, T111
		VV Syllable Pattern, 6-4, T259

Instruction for these students is at an appropriately higher level than at the earlier grades. At Grade 6, for example, instruction in decoding focuses on higher-level skills, as is evidenced in this ***Journeys*** activity:

Strand 2: Building Vocabulary

Teaching vocabulary is more than teaching words, it is teaching about words: How they are put together, how they are learned, and how they are used.

—Nagy, 2007, p. 71

Defining the Strand

The primary goal of reading instruction is to develop students' skills and knowledge so that they can comprehend and critically analyze increasingly complex texts independently. Research has long established the connection between vocabulary knowledge and reading comprehension (Baumann & Kame'enui, 1991; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006). So, developing students' vocabulary knowledge and skills is a fundamental element of effective reading instruction. Vocabulary is essential to early reading development (National Reading Panel, 2000) and particularly in later grades, as the demands of content-area reading require high-level vocabulary skills. Vocabulary is emphasized at all grades of the Common Core Standards (Common Core State Standards Initiative, 2010a).

Effective instruction must help students acquire the depth and breadth of vocabulary knowledge required for access to the texts they will encounter. Research shows that while words can be learned incidentally, explicit instruction plays an important role in achievement (McKeown & Beck, 1988; National Reading Panel, 2000). For struggling readers, socioeconomically disadvantaged students, and for English language learners (ELLs), such instruction is imperative (Baker, Simmons, & Kame'enui, 1995a; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a; Sedita, 2005). Research establishes the following guidelines for effective instruction:

- Direct and indirect instruction (Baumann & Kame'enui, 1991; Baumann & Kame'enui, 2004; Graves, 2006; Nagy, 1988; National Reading Panel, 2000; Stahl, 1986)
- Multiple and varied exposures to words (Baumann & Kame-enui, 1991; Beck, McKeown, & Kucan, 2002, 2008; Blachowicz & Fisher, 2000; Fisher, Blachowicz, & Watts-Taffe, 2011; Graves, 2006; Kolich, 1988; National Reading Panel, 2000; Stahl, 1986; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006)
- Frequent instruction (Beck, McKeown, & Kucan, 2002; National Reading Panel, 2000; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006; Topping & Paul, 1999)
- Instruction in word morphology, or structure (Aronoff, 1994; Bowers & Kirby, 2010; Kieffer & Lesaux, 2007; Nunes & Bryant, 2006; Templeton, 1989, 2004, 2012)

For a reading program to be comprehensive and effective at developing students' vocabulary skills and knowledge, it must take a systematic, purposeful, and engaging approach. The ***Journeys*** program focuses on three major purposes for teaching vocabulary: (1) To facilitate comprehension; (2) To build academic vocabulary; and (3) To teach about words, including the elements that contribute to independent word learning. To accomplish these goals, the program supports students through multiple exposures, explicit vocabulary instruction, strategies for acquiring new vocabulary, and instruction in word morphology.

Research that Guided the Development of the *Journeys* program

Explicit Instruction

Research suggests that explicit instruction in vocabulary skills and strategies–how to understand new words–is essential to effective vocabulary instruction. Explicit instruction plays an important role in students' achievement (National Reading Panel, 2000) and is more effective and efficient than incidental learning for acquiring specific words (McKeown & Beck, 1988).

While all students benefit from explicit vocabulary instruction, explicit instruction may be particularly important for certain students. Research has documented the disparity between the vocabularies of these students and those of socioeconomically advantaged student populations (Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995; Snow, Burns, & Griffin, 1998). Without intentional and meaningful intervention, the disparity in vocabulary knowledge between these groups only increases over time (Baker, Simmons, & Kame'enui, 1995b). English language learners also benefit a great deal from explicit vocabulary instruction. While English language learners tend to acquire social or conversational language vocabulary and skills through incidental social interactions and conversations, the acquisition of an academic vocabulary requires explicit vocabulary instruction (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a). A third group that benefits a great deal from explicit vocabulary instruction is struggling readers. Struggling readers make larger and faster achievement gains with the help of explicit vocabulary instruction (Sedita, 2005).

To be effective, explicit instruction must meet several criteria. Rather than simply referencing a skill or giving a definition, teachers model or provide direct explanation. Teachers then provide opportunities for practice. And, finally, teachers encourage the application of skills and strategies to new contexts (Pearson & Dole, 1987).

Reinforcement and Multiple Exposures

One of the consistent findings across research on vocabulary acquisition is the need for multiple exposures to words. Words must be encountered a number of times before learning occurs (Beck, McKeown, & Kucan, 2002; Biemiller & Boote, 2006; Blachowicz & Fisher, 2000; Graves, 2006; Kolich, 1988; Stahl & Fairbanks, 1986). According to the National Reading Panel, "the findings on vocabulary yielded several specific implications for teaching reading. First, vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary." (National Reading Panel, 2000, 14)

In a review of the literature on vocabulary instruction, Dixon-Krauss (2001) concluded that "the most effective vocabulary instruction includes multiple exposures to words in a variety of oral and written contexts…" (p. 312). Stahl's findings (1986) supported multiple exposures as a fundamental principle of effective vocabulary instruction, as have the findings of other researchers (Baumann & Kame'enui, 1991; National Reading Panel, 2000). Providing multiple exposures allows for a deeper understanding of words—their multiple meanings, uses, and connotations (Beck & McKeown, 1991; McKeown & Beck, 1988).

Jenkins, Stein, & Wysocki (1984) suggested that a combination of informal teaching, which involves exposing students to the words before beginning explicit instruction on the words' meanings, followed by more than one contextual presentation of the word, strongly affects vocabulary learning. The research of Beck, McKeown, & Kucan (2002, 2008) supports these findings. Their study compared students who received rich, varied instruction in vocabulary with students who had been provided no vocabulary instruction and students who had been provided only traditional instruction based on definitions alone; "the pattern of results was that students who received rich, frequent instruction did better on a variety of measures" (77-78).

Different approaches to vocabulary learning have been demonstrated to be effective, and using these varied instructional strategies in concert enables students to develop deep understandings of words. According to Graves (2006), effective vocabulary instruction involves students in active and deep processing of the word. Instruction should allow students to engage in activities that lead them to consider the word's meaning, relate that meaning to information stored in memory, and work with the word in creative ways.

In addition to teaching words in different ways, the frequency of instruction in vocabulary is important (Biemiller, 2004; National Reading Panel, 2000; Beck, McKeown, & Kucan, 2002). Providing many opportunities for practice has been shown to be an effective instructional technique to support word learning, particularly among students with learning disabilities (Swanson, 1999; Swanson & Hoskyn, 2001; Vaughn et al., 2000).

For English language learners, providing multiple exposures in varied instructional contexts is essential. For these students, it is particularly important that vocabulary instruction incorporate oral, reading, and writing activities (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a).

Vocabulary Acquisition Strategies

As Nagy and Anderson (1984) point out, the total number of words which students must learn is so vast that educators cannot hope to directly instruct students in each individual word. Rather, teachers can teach students about words (Nagy, 2007). When educators can focus on explicitly teaching students the skills and strategies they can apply to learn unfamiliar words they provide students with a framework for learning other new words which sets them up for academic success in K-12 and beyond. The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* include vocabulary expectations for each grade; "The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases." (Common Core State Standards Initiative, 2010a, 8)

Research has identified important criteria for selecting words that should be directly taught across the grades (Biemiller, 2005; Hiebert; Templeton, Bear, Invernizzi, & Johnston, 2010). Target vocabulary in both general academic vocabulary and domain- or content-specific academic vocabulary should be selected according to frequency of usage, importance to a selection or a topic/theme, and morphological relationships among word meaning families.

Making Connections

To integrate new words into a working vocabulary, students need to understand how words "fit" with the words that they already know. This instructional strategy is supported by the landmark work of Ausubel (1960, 1963), who described how learners connect new ideas to established schema.

Schema theory supports the notion that for students to fully understand and retain words, they must be able to place those words within a structure of the words that they already understand (Kauchak & Eggen, 2006). Griswold, Gelzheiser, and Shepherd (1987) found that students who had richer vocabularies were able to acquire words more efficiently than those students with poorer vocabularies. This research supports a teacher's explicit attention to making associations between words to help students activate the prior knowledge needed to gain new vocabulary. Teachers can do this by helping students make connections by showing how new words connect to other words the students know (Durkin, 2003) and by systematically basing new word understandings on the understandings of previously-learned words (Baker, Simmons, & Kame'enui, 1995b; Baumann & Kame'enui, 2004).

Vocabulary instruction that helps students build meaningful associations in their knowledge base has been shown to enhance students' comprehension (Baumann, Kame'enui, & Ash, 2003) and increase their academic knowledge (Goodson, Wolf, Bell, Turner, & Finney, 2010).

Word Morphology Instruction

Morphological awareness is the awareness of the morphemic structure of words, or the understanding that words are made up of meaningful parts. Morphological analysis is often used to refer to the understanding and ability to make use of how prefixes, suffixes, bases, and Greek/Latin word roots combine (Anglin, 1993; Bowers & Kirby, 2010; Templeton, 2004; White, Power, & White, 1989) and can also include understanding compound words and inflectional endings. Most English words have been created through combining prefixes and suffixes with base words and root words. If learners understand how words are structured, they possess a powerful tool for independent vocabulary growth (Templeton, Bear, Invernizzi, & Johnston, 2010). Most of the new words that students will encounter are morphological derivatives of familiar words (Aronoff, 1994). Students with a greater understanding of morphology are more successful at learning academic vocabulary and comprehending text (Carlisle, 2010; Kieffer & Lesaux, 2007). A recent meta-analysis analyzed studies that included morphological instruction as a treatment and found that it significantly improved students' literacy achievement and was "particularly effective for children with reading, learning, or speech and language disabilities; English language learners; and struggling readers" (Goodwin & Ahn, 2010). Researchers have suggested that the National Reading Panel report should be amended to explicitly highlight the importance of morphological awareness in literacy learning (Berninger, Abbott, Nagy, & Carlisle, 2010).

Research suggests (see Templeton, 2004) that teaching students the meanings of prefixes, suffixes, and root words and building their understanding of how these word parts can be applied can be powerfully effective. In the elementary grades, students should be taught the meaning of common prefixes and suffixes. In the middle grades and continuing into the upper grades, instruction should focus on less common, but useful, prefixes and suffixes and their meanings.

Instruction in morphology appears to be equally effective for native speakers, English language learners, and students in urban settings—and correlates with higher reading comprehension scores for all groups (Kieffer & Lesaux, 2007).

From Research to Practice

Explicit Instruction in Journeys

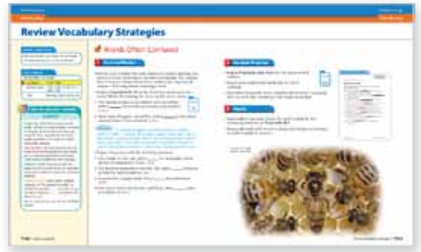
In ***Journeys***, each lesson follows a consistent format, which begins with the **Opening Routines**. As part of the opener, students are introduced to the **Target Vocabulary** words, which are identified in each lesson, and are given their **Daily Vocabulary Boost** in which these words are previewed, defined, and discussed. These same **Target Vocabulary** words are reinforced further in the **Vocabulary in Context Cards**, which offer students the opportunity to preview and discuss the target words.

The words identified in ***Journeys*** are backed by extensive research, including a major study by Zeno and colleagues (1995) in which the vocabulary in texts, ranging from Kindergarten level texts to college texts, were analyzed to establish a list of over 17 million words. This list, along with lists such as Dolch's (1948) and Fry's (2004) list of high-frequency site words, enabled the authors of ***Journeys*** to systematically identify the core academic vocabulary most needed for student success. These core vocabulary words are important so that students can read at the high levels expected by the Common Core State Standards.

On day one of the lesson, teachers **Introduce Vocabulary**. Students are taught the vocabulary through activities whose sole purpose is to promote student understanding and use of the target words.

All of this explicit instruction occurs before students engage in reading the main reading selection. By the time they are engaged in reading, students are ready for the concepts of the text because they have acquired the necessary vocabulary to comprehend.

In addition, **Vocabulary Strategies** lessons are provided for each week of instruction. Explicitly teaching students strategies for acquiring vocabulary supports their word learning. (Note that vocabulary acquisition strategies are discussed more in the following pages.)



Reinforcement and Multiple Exposures in *Journeys*

Each Unit in ***Journeys*** is organized into five lessons. Each lesson focuses on specific vocabulary words, a target skill, and a target strategy.

In ***Journeys***, throughout each lesson, students receive the reinforcement and multiple exposures research suggests is necessary for deep vocabulary learning. Target vocabulary words are identified and repeated throughout the lesson and follow the student through the **Leveled Readers** program. Students hear the word in a beginning teacher read-aloud, they see images that represent all target vocabulary words as they are presented in context, and they apply the word meanings through routines built on the research of Isabel Beck while reading the Student Book selections and the Leveled Vocabulary Readers. These Vocabulary Readers introduce students to the Target Vocabulary in context.

See this Grade 2 example of how vocabulary is introduced in the Opening Routines "Daily Vocabulary Boost" part of a lesson.

Vocabulary in Context Cards reinforce the vocabulary in the lesson. The corresponding routine activities provided in the TE are optional activities designed to allow for differentiation and support for students in need of additional help.

Leveled Vocabulary Readers, available in both print and online formats, enable readers to practice and apply vocabulary at each grade level, K through 6. These **Leveled Readers** are designed for practice and application of the weekly target vocabulary presented in the core text.

Curious About Words provides oral vocabulary support for Grades K-3 students with two read-alouds each week. These additional academic vocabulary words expand students' vocabulary acquisition.

The **Word Study Teacher's Guide**, designed by Dr. Shane Templeton, is a grade-level teaching guide which provides daily Word Study support for each lesson in ***Journeys*** and a developmentally-based approach to phonics, spelling, and vocabulary instruction. The Word Study Teacher's Guide expands and deepens students' learning of target vocabulary (Grades K-6) and of morphological analysis (Grades 2-6).

The ***Journeys*** Ready-Made Work Stations link to the week's literature and skills and provide additional opportunities for word study.

Vocabulary Acquisition Strategies in Journeys

In ***Journeys***, vocabulary strategy lessons are provided for each week of instruction. **Vocabulary Strategies** help students develop strategies to learn vocabulary words in the lesson.

In Kindergarten, vocabulary strategies include:

- Action Words
- Classification/Categorization
- Context Clues
- Environmental Print
- Multiple-Meaning Words
- Sensory Words
- Similes
- Antonyms/Synonyms
- Color Words
- Describing Words
- Figurative Language Words
- Science Words
- Shape Words

In Grade 3, vocabulary strategies include:

- Analogies
- Categorize and Classify
- Context Clues
- Homophones/Homographs
- Multiple-Meaning Words
- Words from Other Languages
- Antonyms/Synonyms
- Compound Words
- Dictionary/Glossary
- Idioms
- Using a Thesaurus
- Morphological Analysis

In Grade 6, vocabulary strategies include:

- Analogies
- Dictionary/Glossary
- Idioms
- Synonyms
- Word Families
- Word Origins
- Denotation and Connotation
- Homophones, Homographs, and Homonyms
- Multiple-Meaning Words
- Using Context
- Words Often Confused
- Morphological Analysis

The **Vocabulary in Context Cards** for each lesson reinforce high-frequency words used in the week's literature and help students in acquiring the skill of using context to understand the meanings of new words. On the back of each card, a student-friendly explanation of the word and activities are provided to help students think about how the word can be used in various contexts.

Making Connections

Research has repeatedly pointed to the impact of shared reading on students' vocabulary acquisition and the value of linking vocabulary instruction with overall comprehension instruction (Coyne, Simmons, Kame'enui, & Stoolmiller, 2004; Fisher, Frey, & Lapp, 2008; McKeown & Beck, 2006). The ***Journeys*** program continuously connects vocabulary instruction with comprehension instruction so that neither is taught in isolation, but always in the context of meaningful literacy activities.

The **Develop Background** sections of the ***Journeys*** lessons provide the opportunity for students to make connections between the vocabulary they are learning and the concepts they are reading about in the program selections.

Other elements of vocabulary instruction in ***Journeys*** that support students making connections to other words, to words in context, and to other concepts and topics include **Academic Language, Daily Vocabulary Boost, Oral Vocabulary, Selection Vocabulary, and Vocabulary in Context**.

Word Morphology Instruction in Journeys

In the ***Journeys*** program, students engage in activities to increase their awareness of the meaningful parts which make up words, thereby aligning with best practices in research in vocabulary acquisition and with the Common Core State Standards, which expect students to, for example, at Grade 3:

Language Standard 3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word *(e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)*.

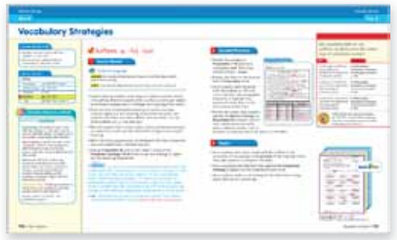
Language Standard 3.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root *(e.g., company, companion)*.

As described previously, understanding word morphology is an important tool for students' ongoing vocabulary growth.

In Grade 3, for example, instruction in word morphology includes attention to:

- Base Words and Endings
- Base Words and Prefix non-
- Compound Words
- Prefixes
- Suffixes
- Word Roots

See below for an example of how morphology instruction is provided in the **Vocabulary Strategies** component of ***Journeys***. Note how the program follows a Teach/Model, Guided Practice, and Apply instructional model to support students at every stage to independence.



Instruction in word morphology is introduced at the earliest grade level in ***Journeys*** and continues through Grade 6, as in this list from Grade 6 and instructional example from a Grade 6 lesson.

In Grade 6, word morphology instruction includes attention to the following:

- Greek and Latin Word Roots
- Greek Roots and Affixes
- Latin Roots and Affixes
- Prefixes con-, com-, pre-, pro-, de-, trans-, dis-, ex-, inter-, non-, en-, ad-, un-, re-, in-, im-, ir-, il-
- Suffixes –able, -ible, -ent, -ant, -ence, -ance, -er, -or, -ar, -ist, ian, -ent, -ful, -less, -ly, -ness, -ment, -ship, -ion, -ation, -ize-, -ify, -ive, -ity, -ous, -ic, -ure
- Word Origins

In addition, lessons in the **Word Study Teacher's Guide** expand and deepen students' awareness and understanding of morphological analysis in Grades 2-6.

Strand 3: Developing Comprehension

Given that comprehension is such a complex cognitive endeavor and is affected by, at least, the reader, the text, and the context, comprehension research has considered many features as contributing to student outcomes.
(McKeown, Beck, & Blake, 2009, 218)

Defining the Strand

Reading comprehension is a complex cognitive activity which involves many varied skills and strategies. While some students learn to read—and continue to comprehend texts with greater difficulty—without explicit instruction, most students benefit from instruction in reading comprehension processes and strategies. Students today will face increasing literacy demands in school, at work, and at home. To meet these demands, students must increase their comprehension levels, able to understand deeply and respond to what they read. Effective reading instruction can help students meet these challenges.

Reading comprehension depends on background knowledge, the ability to make inferences and think critically about what is read, and the ability to choose and use appropriate strategies for decoding and comprehension.

Connecting to students' background knowledge has been shown by research to be effective as an instructional strategy; how well students comprehend is influenced by the background knowledge students bring to reading. Focusing on the content of what is read, and asking students to make critical responses to that content, has been shown to be particularly effective in enhancing students' comprehension (Duffy, 2009; McKeown, Beck, & Blake, 2009).

To comprehend and make sense of what they read, readers must use various comprehension skills—such as summarizing or making connections. Readers who struggle with comprehension also struggle with using these skills (Dole, Duffy, Roehler, & Pearson, 1991). For these struggling readers, explicit skill instruction is particularly helpful.

The primary goal of any core reading program is to develop students' abilities in reading and comprehending texts of varied genres and increasing complexity. To meet this goal, an effective reading program will engage students by connecting with their prior experiences and background knowledge; explicitly instructing students on successful comprehension strategies; making connections with what is read; encouraging critical responses to texts; ensuring that students have the basic skills needed to decode texts; and fostering students' reading fluency (Pikulski & Chard, 2005; Valencia et al., 2010). The **Houghton Mifflin Harcourt *Journeys*** program employs each of these research-based elements into its program—to meet the challenge of engaging all students in becoming high-achieving readers. By employing an I Do, We Do, You Do model of instruction, the program supports teachers who are expert readers in transferring their skills and knowledge to students who are building their skills.

Research that Guided the Development of the *Journeys* program

Connecting to Students' Background Knowledge

Research on cognition shows that for new information to be learned and retained it must be integrated with existing information. New learning occurs when learners connect new concepts and ideas to those they already know and understand. In their principles for brain-based learning, Caine and Caine (1997a) refer to this as patterning; the brain/mind looks for patterns in the familiar and the new. Effective instruction must give learners a chance to make these patterns.

Educators have known for some time that for learners to make sense of new information, they must be able to connect it with their prior knowledge and experiences (Afflerbach, 1986; Chiesi, Spilich, & Voss, 1979; Pressley, 2000; Snow & Sweet, 2003; Spires & Donley, 1998). Activating students' prior knowledge is one of the nine most effective instructional strategies identified by Marzano (2003). Concepts to which students are introduced in school must be both relevant and familiar enough to them that they are able to make those essential connections.

Research attests to the benefits of making effective connections to students' background knowledge, skills, and experiences. Students who learned from instruction designed to monitor and integrate their prior knowledge outperformed students who received traditional instruction (Dole & Smith, 1989). Additionally, connecting new information to prior knowledge has been found to positively impact the learning of students with learning disabilities (Swanson & Hoskyn, 2001). Benefits of building on student's background knowledge, interests, and experiences include increased interest, increased motivation, increased concentration and focus, and increased learning (Williams, Papierno, Makel, & Ceci, 2004).

Explicit Strategy Instruction

The Report of the National Reading Panel (2000) agreed with what reading teachers have known for years; "the instruction of cognitive strategies improves reading comprehension in readers with a range of abilities" (4-47). According to the Panel, over two decades of research support the "enthusiastic advocacy of instruction of reading strategies" (4-46).

Whether they read or listen to texts, or do both at the same time, readers must use a variety of strategies—such as making inferences, asking and answering questions, visualizing, determining main ideas and details, and so on—in order to make sense of the text. The rationale for teaching these types of strategies is clear. Teaching students specific strategies provides them with tools to use when they are not comprehending what they read. While some readers acquire these strategies informally, explicit instruction, modeling, and practice that use these strategies enhance understanding for all students. Research shows that to be most effective, reading comprehension instruction must support students, directly and explicitly, with how to use the strategies needed to comprehend a text (Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; National Reading Panel, 2000; Hollingsworth & Woodward, 1993).

Struggling readers often have trouble using such strategies (Dole, Duffy, Roehler, & Pearson, 1991) so for these students, explicit instruction in reading is particularly important (Nelson & Manset-Williamson, 2006). However, all students benefit from this type of instruction—poor and high achievers alike, as well as native speakers and non-native speakers of English (Alfassi, 2004; Baumann, 1984; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a, 2006b; Klingner & Vaughn, 2004: Nokes & Dole, 2004; Rosenshine, Meister, & Chapman, 1996; Van Keer & Verhaeghe, 2005).

Effective strategy instruction guides readers in what strategies to use, and why, when, and how to use them. Typical steps include:

- *Direct explanation*. The teacher explains the strategy and when to apply it.
- *Modeling*. The teacher models application of the strategy.
- *Guided practice*. The teacher guides and assists students as they learn to apply the strategy.
- *Application*. The teacher provides practice opportunities until readers are able to apply strategies independently (Center for the Improvement of Early Reading, 2003).

Critically Responding

The high literacy demands placed on today's students mean that basic comprehension is insufficient; readers must engage in higher-order thinking. Researchers have begun to focus on how to develop this higher-order literacy. Critically responding to a text means asking and answering questions about *why, how*, and *what-if* rather than basic questions of *who, what, when*, and *where*. Research supports instruction in critical thinking, finding improved achievement and transfer with improved critical thinking skills (Adey & Shayer, 1993; Haywood, 2004).

While research into the effectiveness of specific instructional approaches for promoting higher-level comprehension and reflection is still in its early stages, a body of research is beginning to emerge supporting some strategies. In a study of journal writing, in which students made connections between what they read and other knowledge and experience, the findings showed that experimental-group students outperformed students who did not engage in this type of writing (Connor-Greene, 2000). Asking students good questions—and teaching students how to ask their own good questions—promotes deeper comprehension of what is read (Craig, Sullins, Witherspoon, & Gholson, 2006; Graesser & Person, 1994; King, 1994; Pressley et al., 1992; Rosenshine, Meister, & Chapman, 1996). In a study looking at the role of metacognitive strategies in critical thinking, Ku and Ho (2010) found that good critical thinkers engaged in more metacognitive activities, suggesting a relationship between instruction that expects critical thinking and instruction that provides support for metacognition.

From Research to Practice

Connecting to Students' Background Knowledge in Journeys

The authors of the ***Journeys*** program recognize the importance of background knowledge to comprehension and the importance of making connections – from the text to self, text to text, and text to world.

The first page of the Grades K through 3, **Opening Routines**, serves to generate students' thinking on a topic or theme. The **Develop Background** component of the ***Journeys*** Teacher's Edition lessons provides a passage for students to read to be introduced to ideas from the upcoming course selection. The **Build Background** section of the eight-page leveled reader lesson plans serves to activate and develop students' prior knowledge.

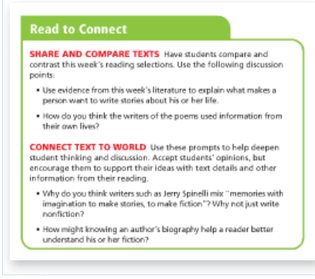
Within every lesson in the ***Journeys*** program, students are provided with texts and teachers are provided with tips for activating prior knowledge before reading. For example, before reading *Please, Puppy, Please* (in Grade K, Unit 1, Lesson 3) students engage in a discussion to activate their prior knowledge about the topic and genre of the book.

The previewing and introduction to each lesson's vocabulary words also play a role in activating students' prior knowledge, as in this Grade 3 lesson.

At Grade 3, Online Lesson 14 suggests:

Build Background
Help students use their knowledge of dogs and their abilities. Build interest by asking questions such as the following: *Have you ever seen a person with a guide dog? How can the guide dog help the person?* Read the title and author and talk about the cover photo. Tell students that this book is informational text, so the words and photos will give factual information about the topic.

After reading the main selection and the **Paired Selections**, students are encouraged to make connections between what they have read and other texts, content areas, and ideas. The **Making Connections** component provides students with prompts to encourage them to connect from text to self, text to text, and text to world. This **After Reading** activity in the Grade 6 Teacher's Edition shows how the program connects to and builds on students' background knowledge:


Read to Connect

SHARE AND COMPARE TEXTS Have students compare and contrast this week's reading selections. Use the following discussion points:

- Use evidence from this week's literature to explain what makes a person want to write stories about his or her life.
- How do you think the writers of the poems used information from their own lives?

CONNECT TEXT TO WORLD Use these prompts to help deepen student thinking and discussion. Accept students' opinions, but encourage them to support their ideas with text details and other information from their reading.

- Why do you think writers such as Jerry Spinelli mix "memories with imagination to make stories, to make fiction"? Why not just write nonfiction?
- How might knowing an author's biography help a reader better understand his or her fiction?

In addition, each unit's magazines give students in Grades 3 through 6 the change to apply what they have learned to "real-world" situations—thereby making connections between what is learned in class and real-life reading topics.

Finally, the program provides ideas for activities that will help students make connections between what they are reading and discussing and other content areas through the ***Journeys*** **Science Connection** and **Social Studies Connection** pages.

Explicit Strategy Instruction in Journeys

Each unit in ***Journeys*** is organized into five lessons. Each lesson focuses on specific vocabulary words, a target skill, and a target strategy. Developing students' comprehension skills and strategies is a primary focus of the ***Journeys*** program.

The **Introduce Comprehension** component of each lesson introduces students to the comprehension strategy and skill that will serve as the focus for the upcoming lesson and week's instruction.

The table below provides an overview of the comprehension skills and strategies emphasized through instruction in the ***Journeys*** program with increasingly complex texts from K to grade 6, and with texts for readers of varying levels at each grade.

Explicit Comprehension Skills and Strategy Instruction in *Journeys*	
Target Skills	Target Strategies
• Author's Purpose	• Analyze/Evaluate
• Cause and Effect	• Infer/Predict
• Character(s)	• Monitor/Clarify
• Compare and Contrast	• Question
• Conclusions	• Summarize
• Details	• Visualize
• Main Idea and Details	
• Sequence of Events	
• Story Structure	
• Text and Graphic Features	

For example, see how this Grade 3 lesson introduces the comprehension strategy and skill of analyzing/evaluating and comparing/contrasting:

As another example, see this Grade 3, Online Lesson 14, which focuses on the skill of **Author's Purpose**, as shown here:

Target Comprehension Skill
Author's Purpose Remind students that they can think about the author's purpose by using text details to tell why an author writes a book. Model the skill, using a "Think Aloud" like the one below:

Think Aloud
What do you think the author's purpose was for writing Good Dogs, Guide Dogs? *Think about the details in the book. Many of the details tell about a guide dog's tasks and how the dog behaves. For example, a guide dog keeps its partner safe, stays calm, and obeys commands. I think the author wrote the book to explain what a guide dog does.*

Practice the Skill
Ask students to think of another nonfiction book they have read about animals. Have them tell why they think the author wrote the book.

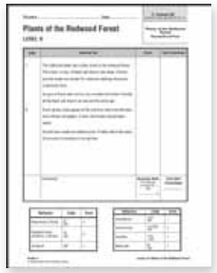
As students read the main selection in each lesson, they answer **Stop and Think Questions** that reinforce the comprehension skills and strategies being taught.

The ***Journeys*** **Ready-Made Work Stations** link to the week's literature and skills, and provide additional opportunities for students to build comprehension strategies. The student **Practice Books** offer additional opportunities for practice for building reading skills.

Critically Responding in Journeys

The ***Journeys*** program was designed to develop the kind of critical thinking skills that will prepare students to be ready for college- and career-ready coursework in the upper grade levels. According to the Common Core State Standards, "students who are college and career ready in reading, writing, speaking, listening, and language…work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning. (Common Core State Standards Initiative, 2010a, 7).

Students at work in the ***Journeys*** program are able to answer basic *who, what, where,* and *when* questions as well as higher-level *how, why,* and *what-if* questions. Each of the over 600 readers throughout the program is accompanied by an eight-page Leveled Reader Teaching Plan designed to support readers in a small-group setting. Within each plan, ***Journeys*** provides teachers with essential information that is useful for planning instruction around each text. Included are Critical Thinking questions, provided as a blackline master for ease of classroom use. These Critical Thinking questions encourage students to think within, beyond, and about the text and to make connections with what they read.



In addition, to ensure that all students engage in critical response, regardless of their reading levels, Critical Thinking questions are provided for different levels – Struggling Readers, On Level Readers, Advanced Readers, and English language learners.

Students in ***Journeys*** further develop their critical response skills by writing about what they read, as detailed later in this report. The **Your Turn** feature – the students' opportunity to respond to the activity after the main selection has been read – allows for more critical thinking. And, in addition, ***Journeys*** develops students' metacognitive skills, or ability to think about their own thinking, which has been shown to relate to their critical thinking abilities.

To think critically about text, students must base analyses and evaluations on specific textual evidence. An emphasis on textual evidence is apparent throughout ***Journeys***. According to ***Journeys*** author Russell Gersten, "One technique that invariably seems to help is asking students to justify their response with evidence. Place the burden of truth on your students. Either ask them to read aloud the sentences or phrases that led to their response or have them explain their reasoning, or do both. This is a great way to increase intellectual accountability..." (***Journeys***, Unit 1, xx). According to the authors of the Common Core, students who are ready for college and careers "...value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence" (Common Core State Standards Initiative, 2010a, 7).

Finally, the ***Journeys*** program develops students' research skills, a key element in the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (Common Core State Standards Initiative, 2010a). In Kindergarten, this focus on **Research** is shown through activities in which students develop their abilities to gather and record information, ask questions, record and publish, and identify sources. By Grade 6, students have developed their skills in **Research** and engage in such critical thinking activities as identifying and analyzing propaganda, developing ideas, formulating questions, generating research plans, analyzing media design techniques, narrowing topics, assessing the reliability of sources, and synthesizing information from various sources, including experts, surveys, and visuals.

Strand 4: Using Effective Instructional Approaches

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies that address students' specific strengths and weaknesses, coordinated instructional sequences, ample practice opportunities, and aligned student materials, and … the use of targeted, scientifically based instructional strategies as appropriate… In-class groupings strategies are in use, including small-group instruction as appropriate to meet student needs…There is active student engagement in a variety of reading-based activities…
(U.S. Department of Education, 2002, 6)

Defining the Strand

Good teaching matters. Effective teachers are those who use effective instructional techniques to support all students in improving their learning and skills. Studies have shown that classroom teachers' instructional strategies have a direct impact on students' reading proficiency (Pennington Whitaker, Gambrell, & Morrow, 2004). To be effective, teachers must select strategies for instruction that accomplish their instructional goals and best meet the learning needs of their students.

A large body of research has focused on what instructional strategies are most effective in the classroom. The research of the RAND Reading Study Group (Snow, 2002) identified elements of effective instruction in the reading classroom. Among their findings were that cooperative learning and graphic organizers were two of the instructional strategies with a solid scientific basis; that motivation is essential to reading comprehension; and that successful reading depends on students' capacity with written and oral language. Studies like that of the RAND study group have identified a number of approaches that show positive and measurable effects on student learning and performance. Some of these approaches include use of and focus on:

- Scaffolding
- Predictable Routines
- Whole-Group and Small-Group Instruction
- Engagement and Motivation
- Graphic Organizers
- Collaborative Learning
- Varied Forms of Communication

An effective instructional program uses approaches that have been proven effective by research. The ***Journeys*** program was designed to support students as they develop as readers and writers. Lessons are organized in a systematic way and suggestions are given for providing instruction to the whole group and small groups. Ideas are presented visually to support students' connections. Throughout the program, scaffolds exist to help students solidify what they know in order to build on it. The types and topics of the texts—and the activities that students do around them—have all been designed for maximum student engagement and motivation.

Research that Guided the Development of the *Journeys* Program

Scaffolding

Scaffolding is an instructional technique that involves providing support to students as they learn and reach competence, and gradually decreasing the amount of support provided until students are able to work independently. According to Vygotsky, scaffolding can be defined as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). Providing embedded scaffolds is an essential part of transitioning students to independence and "has repeatedly been identified as one of the most effective instructional techniques available" (Graves & Avery, 1997, p. 138). Numerous studies have shown that scaffolding can lead to improved student outcomes—including enhanced inquiry and higher achievement (Kim & White, 2008; Simons & Klein, 2007; Fretz, Wu, Zhang, Davis, Krajcik, & Soloway, 2002; Rosenshine & Meister, 1992) and improved reading comprehension (Clark & Graves, 2008; Lutz, Guthrie, & Davis, 2006).

Instruction that scaffolds students' learning includes these elements: a logical structure, carefully sequenced models and examples that reveal essential characteristics, progression from easier to more difficult content and from easier to more difficult tasks, additional information/elaboration as needed, peer-mediated instruction, and materials that guide students, such as key words, think sheets, and graphic organizers (Hillocks, 1993). The final element of scaffolding is independent work—scaffolding is removed and students apply what they have learned to new situations.

Scaffolding encompasses many different instructional strategies. Varying scaffolds can be used; what is important is that they consistently provide adequate support as needed. Research (Schunk, Pintrich, & Meece, 2008; Stone, 1998) suggests that scaffolds such as the following will support student independence: activating prior knowledge; reviewing previously learned material; modeling and thinking aloud; providing models and different representations; questioning; using cues or tools; and providing useful feedback.

Graphic Organizers

In its review of the literature on effective strategies for teaching reading comprehension, the National Reading Panel found that graphic organizers are an important strategy for improving students' comprehension (National Reading Panel, 2000). Numerous studies have come to this same conclusion (Dickson, Simmons, & Kame'enui, 1996; Pearson & Fielding, 1991) and have found positive effects with all students, including those with learning disabilities (Kim, Vaughn, Wanzek, & Wei, 2004).

What makes graphic organizers so effective? Combining text with visuals engages students' multiple pathways to learning, as described in Paivio's (1979, 1983, 1986) dual-coding theory. A number of studies have demonstrated that students learn better when both pictures and words are used, rather than with text alone (Mayer, 2001; Mayer & Gallini, 1990; Levin, Anglin, & Carney, 1987; Levie & Lentz, 1982). Nonlinguistic representations are one of the nine most effective instructional strategies identified by Marzano (2003) and have been shown to help students better understand informational text (Center for Improvement of Early Reading, 2003).

Graphic organizers are particularly effective at helping students to focus on the structure of text and the relationship of ideas within text (Center for the Improvement of Early Reading, 2003; Robinson & Kiewra, 1995). The use of graphic organizers to graphically depict the relationships of ideas in texts has been shown to improve both students' comprehension of the text—and their recall of key ideas (Snow, 2002; National Reading Panel, 2000).

Predictable Routines

Predictability in well-organized, consistent classroom routines facilitates learning in a number of ways. Regular routines with consistent cues help smooth the transition between one activity to another (Mace, Shapiro, & Mace, 1998) and reduce problem behaviors. When students can predict the routines of their school day, they develop a sense of security (Holdaway, 1984). Not only does student behavior improve, but students also show greater engagement with learning and achieve at higher levels (Kern & Clemens, 2007).

Teachers can increase predictability in their classrooms in many ways. Providing information about the content and duration of events and activities and visually displaying schedules have been shown to be effective (Kern & Clemens, 2007). Alternating the interactive settings—whole class, small group, individual—in a predictable way to best meet students' needs has been shown to be particularly effective (Reutzel, 2003).

This type of predictability in the instructional routine has been demonstrated as particularly effective for struggling students and those with learning disabilities (Flannery & O'Neill, 1995; Tustin, 1995).

Collaborative Learning

Learning together in collaborative and cooperative groups benefits students (Cotton, 1995; Johnson & Johnson, 1990) and was one of the nine most effective instruction strategies identified by Marzano in his meta-analysis (2003). Participating as a productive member in academic conversations and collaborations is an expectation within the Common Core State Standards (Common Core State Standards Initiative, 2010a).

How does collaborative learning increase learning? Learning is "profoundly influenced by the nature of the social relationships within which people find themselves" (Caine & Caine, 1997a, p. 105). Research and cognitive theory suggest that when students work in groups toward a common goal, they support one another, model strategies, and provide context-appropriate explanations and immediate feedback (Slavin, 2002).

Among the benefits of collaborative learning for students are increased:

- Understanding and application of concepts
- Use of critical thinking
- Sense of self-efficacy, or confidence in their ability to learn
- Positive attitudes towards others (Vermette, 1988)

Research has also demonstrated the positive impact cooperative learning strategies have on teaching students reading-comprehension strategies (Stevens, Slavin, & Farnish, 1991). Having peers interact over the use of reading strategies was demonstrated in research to increase student learning of strategies, encourage discussion, and increase comprehension (National Reading Panel, 2000).

Whole-Group and Small-Group Instruction

Effective instructors employ whole-group, small-group, and independent learning activities to meet the needs of all of their students (McNamara & Waugh, 1993). According to Kapusnick and Hauslein (2001), "Students learn better and more easily when teachers use a variety of delivery methods, providing students with learning experiences that maximize their strengths" (p. 156). This regular differentiation of instructional format allows for the broad dissemination of shared information, as well as opportunities to discuss and tailor instruction to small groups and individual students. Effective teachers use whole-group instruction to introduce new skills and concepts and smaller groups to ensure thorough learning (Cotton, 1995).

For teachers of reading, beginning reading instruction with a whole-group shared read-aloud, as in the ***Journeys*** program, provides a common foundation for all students (Fountas & Pinnell, 2006), while small-group instruction allows for learning based on specific needs and interests. Pressley, Yokoi, Rankin, Wharton-McDonald, and Mistretta (1997) found a correlation between effective instruction in reading and writing and the use of diverse activities—whole-group, small-group, and independent reading. The National Reading Panel (2000) supported these findings about the benefits of employing whole-group and small-group learning; "Having peers … interact over the use of reading strategies leads to an increase in the learning of strategies, promotes intellectual discussion, and increases reading comprehension" (4-45). Placement in small groups for instruction has been shown to benefit *all* students—those with low, medium, and high abilities (Abrami, Lou, Chambers, Poulsen, Spence, & Abrami, 2000).

Varied Forms of Communication

Integrating skills is particularly important in English/Language Arts classrooms because of the interconnectivity of reading and writing, speaking and listening, and viewing. Each of these language arts is more readily learned and retained when skills are integrated, allowing students to create pathways of learning and remembering in their minds. Research suggests that a balanced literacy program will include many varied reading, writing, speaking, listening, and viewing activities (Snow, Burns, & Griffin, 1998; Lyon & Moats, 1997).

In a study of an instructional program in which teachers provided a wide range of reading materials and the integration of reading, writing, speaking, and listening, 90% of students recommended continuing the integrated-skills approach in the following year (Su, 2007).

This balanced approach to literacy instruction is apparent in the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, which demonstrate a focus on reading, writing, listening, speaking, and critical viewing for college and career readiness (Common Core State Standards Initiative, 2010a).

Engagement and Motivation

Learning is an active process of engagement. If students are interested in what they are learning, they will persist in spending the time and energy needed for learning to occur (Hidi & Boscolo, 2006; Guthrie & Humenick, 2004; Eccles, Wigfield, & Schiefele, 1998). In this way, engagement leads to motivation, which leads to learning.

Engagement and motivation are particularly important in teaching reading (Stipek, 2002). Student engagement is a "powerful determinant of the effectiveness of any given literacy approach" (Strangman & Dalton, 2006, p. 559). Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littles (2007) found a connection between student interest and increased comprehension and recall. Taylor, Pearson, Peterson, and Rodriguez (2003), too, found a connection between engaged learning and reading comprehension growth in low SES schools. Guthrie and Wigfield (2000) found that engaging reading instruction must:

- Teach and encourage use of strategies
- Increase students' conceptual knowledge
- Foster social interaction
- Foster student motivation

Motivation is the process by which a student engages in a task and persists towards completion. Research in cognitive science shows that humans are innately motivated to search for meaning (Caine & Caine, 1997b). The most effective instructional approaches are those that harness this natural inclination, and are motivating and engaging to the learners. The level of a student's motivation to read has been shown to predict growth in reading comprehension (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007).

To motivate their students, reading teachers should construct lessons that are interesting, match activities to students' abilities, and connect reading and writing and content-area learning (Bohn, Roehrig, & Pressley, 2004). In addition, the use of strategies also increases students' motivation to learn—because successful strategy use helps students to see that they have the ability to learn (Schunk, Pintrich, & Meece, 2008).

From Research to Practice

Scaffolding in Journeys

The ***Journeys*** program provides specific support for teachers seeking to scaffold instruction for their students to ensure that all students acquire the reading skills and strategies they need to continue to read more challenging texts and that all English language learners in their classrooms acquire social and academic language proficiency. Scaffolding is provided in many ways, through **Language Support Cards, Leveled Readers, Vocabulary in Context Cards**, and notes throughout the Teacher's Edition.

The teaching model employed throughout the program – ***I Do It, We Do It, You Do It*** – provides scaffolding for all students to move towards independent application of the strategies and skills learned.

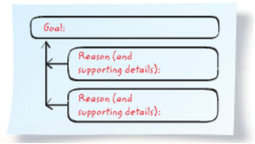
In addition, for English language learners who need additional support to master the skills and strategies taught in the classroom, specific tips – **English Language Learners Scaffold** – are provided as sidebars throughout the ***Journeys*** Teacher's Editions.

Graphic Organizers in Journeys

Graphic organizers are used throughout the ***Journeys*** program to provide a framework for improving students' comprehension and the opportunity to structure their ideas about texts. Graphic organizers included at various levels of the program are shown below:

Graphic Organizers in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Flow Chart	Bar Graph	Bar Graph	Bar Graph	Flow Chart	Column Chart	Column Chart
Inference Map	Chart	Column Chart	Column Chart	Idea-Support Map	Feature Map	Flow Chart
Story Map	Checklist	Diagram	Diagram	Inference Map	Flow Chart	Idea-Support Map
T-Map	Diagram	Flow Chart	Flow Chart	Story Map	Four-Square Map	Inference Map
Venn Diagram	Graph	Idea-Support Map	Idea-Support Map	Three-Column Chart	Idea-Support Map	Story Map
Web Map	Timeline	Inference Map	Inference Map	T-Map	Inference Map	T-Map
		K-W-L Chart	K-W-L Chart	Venn Diagram	Story Map	Venn Diagram
		Main Idea and Details Chart	Main Idea & Details Chart	Web	T-Map	Web
		Opinion Chart	Story Map		Venn Diagram	
		Story Map	T-Map		Web	
		T-Map	Venn Diagram			
		Timeline	Web			
		Venn Diagram				
		Web				



In addition, in ***Journeys***, students are provided with opportunities to analyze the graphic features they encounter in texts. Considering how model texts employ graphics can help students think metacognitively about the value of using graphic organizers in their own planning, studying, thinking, and writing.

Predictable Routines in Journeys

The ***Journeys*** program provides the predictable structure that research shows [that] learners need. Research has identified establishing predictable routines from the beginning of the year as one of the characteristics of highly effective teachers (Bohn, Roehrig, & Pressley, 2004) and the consistent structure of the ***Journeys*** program allows for teachers to do just that—establish effective, predictable routines from Day 1.

The work of Rosenshine and Stevens (1986) revealed that effective teachers in well-organized classrooms tend to follow similar predictable routines. They:

- Begin with a short review and statement of goals
- Present new material in small steps
- Give clear and detailed instructions and explanations
- Provide time for guided and independent practice
- Ask questions
- Provide systematic feedback

Each of these steps is clearly supported by the organization and components of the ***Journeys*** instructional program.

The **Suggested Weekly Focus** provides guidance for teachers in planning instruction that is predictably organized around whole-group, small-group, and independent learning. For example, see the suggestions for Grade 1, Lesson 1 below:

Note that this structure is followed in all subsequent lessons:

- Interactive Read-Aloud/Shared Reading
- Whole-Group Links
- Reading Minilessons
- Guided Reading
- Small-Group Links
- Literature Discussion
- Options for Independent Work
- Writing About Reading

The **Weekly Focus Wall** posters, one for each week of instruction, are available online in the Teacher's Edition, and as full-size posters, providing a blueprint for weekly instruction and a weekly classroom look at the literature and skills that provide the focus for each week. The **Planning and Pacing Charts** ensure that instruction is organized around the kinds of predictable routines that research has shown are important for student learning.

In addition, the **Opening Routines** of each lesson are consistent so that students can anticipate what is coming next. In Kindergarten, for example, the Opening Routines of each lesson include:

- Connect to the Essential Question
- Daily High-Frequency Words
- Daily Phonemic Awareness
- Daily Vocabulary Boost

In Grade 3, for example, the **Opening Routines** of each lesson include:

- Connect to the Essential Question
- Daily Phonics
- Daily Vocabulary Boost

Collaborative Learning in Journeys

Collaboration is an emphasis in the Common Core State Standards. In the College and Career Readiness Anchor Standards for Speaking and Listening, the first anchor standard states that students are expected to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

And this expectation is carried through across the grade levels. According the Common Core State Standards, "To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains" (Common Core State Standards Initiative, 2010a, 22).

Small-Group activities help students develop as readers based on their needs, challenges, and preferences. In ***Journeys***, Small-Group Lessons include **Guided Reading** and **Literature Discussions**. The **Leveled Readers** allow teachers to work with small groups who will benefit from teaching at a specific instructional level. In **Literature Discussion**, teachers bring together a small group of children, grouped not by ability but by interest in a topic, genre, or author.

Small-Group activities are an important part of the ***Journeys*** program. In the ***Journeys*** Suggested Weekly Focus, Small-Group Teaching occurs three to four days of every week. The ***Journeys*** Teacher's Edition has outlined **Ready-Made Work Stations** leveled activities and **Leveled Readers** that facilitate teachers' planning for Small-Group Teaching.

Whole-Group and Small-Group Instruction in Journeys

The six different **Teacher's Editions** at each level of the ***Journeys*** program offer comprehensive instruction support in three different instructional contexts: Whole-Group Teaching, Small-Group Teaching, and Independent Literacy Work. Each ***Journeys*** lesson is organized around **Leveled ReadersWhole-Group Lessons**, Small-Group activities, and Independent activities.

The teacher-friendly design of the **Teacher's Editions** supports teachers moving between whole-group and small-group instruction with easy-to-locate, colored tabs marking sections as either **Whole Group or Small Group**—and the **Small-Group Options** icon marking small-group activities for each lesson in the table of contents.

Whole-Group activities include **Interactive Read-Alouds** and **Reading Minilessons**. These activities lay the foundation for the day's instruction and give children the tools they need to apply what they learn in other contexts, including Small-Group and Independent learning activities. ***Journeys*** resources for Whole-Group Teaching include the **Student Book** and the **Teacher's Edition Read-Alouds**. The Whole-Group read-alouds allow for a shared foundation for all students (Fountas & Pinnel, 2006) while the minilessons provide the opportunity for focused instruction on a specific skill (Fountas & Pinnell, 2001).

Small-Group activities help students develop as readers based on their needs, challenges, and preferences. In ***Journeys***, Small-Group Lessons include **Guided Reading** and **Literature Discussions**. The **Leveled Readers** allow teachers to work with small groups who will benefit from teaching at a specific instructional level and guide them by supporting their ability to use a variety of reading strategies (Fountas & Pinell, 1996, 2001). In **Literature Discussion**, teachers bring together a small group of children, grouped not by ability but by interest in a topic, genre, or author.

Small-Group activities are an important part of the ***Journeys*** program. In the ***Journeys*** Suggested Weekly Focus, Small-Group Teaching occurs three to four days of every week. The ***Journeys*** Teacher's Edition has outlined **Ready-Made Work Stations** leveled activities and **Leveled Readers** that facilitate teachers' planning for Small-Group Teaching.

Small-Group options for each lesson at the early elementary grade levels might include ways for teachers to differentiate or reteach:

- Differentiate Phonics/Vocabulary Reader
- Differentiate Comprehension
- Differentiate Phonics & Fluency/**Leveled Readers**
- Differentiate Vocabulary Strategies
- Options for Reteaching

Small-Group options <<insert picture of icon from TOC here>> for each lesson at the higher elementary grade levels might include suggestions for activities focusing on vocabulary and comprehension:

- Vocabulary Reader
- Differentiate Comprehension
- **Leveled Readers**
- Differentiate Vocabulary Strategies
- Options for Reteaching

Independent work includes meaningful and productive activities for students to do while the teacher is engaged in Small-Group Teaching. In the ***Journeys*** program, ideas for independent reading and literacy work are provided in the **Suggested Weekly Focus**. For example, a prompt to link to the week's reading is provided each week for students to work in their **Reader's Notebooks**. The **Listening Center** provides an opportunity for individual students to listen to models of fluent reading. **Independent Reading** is also part of the ***Journeys*** program and has been shown to be the best way for students to develop reading skills. Resources that support Independent Learning in the ***Journeys*** program include the **Student Book Audiotext CD, Vocabulary in Context Cards,** and **Read-Made Work Stations**. The **Vocabulary in Context Cards** contain high-frequency words used in the week's literature and student-friendly explanations and activities around these words. The ***Journeys*** **Ready-Made Work Stations** link to the week's literature and skill in three strands of literacy instruction: comprehension and fluency, word study, and writing. Three different activities are provided on each card, providing children with multiple opportunities to practice the skill.

Varied Forms of Communication in Journeys

The ***Journeys*** program develops students' skills and abilities in speaking, listening, reading, writing, and viewing. The previous sections of this report have thoroughly documented the ways in which reading is taught in the ***Journeys*** program. Speaking, listening, writing, and viewing are all developed in many ways throughout the levels of the program.

The **Reading-Writing Workshop** helps students develop their skills in planning, drafting, revising, editing, and publishing. The ***Journeys*** program guides students through all stages of the writing process – brainstorming, drafting, guided writing, independent writing, and shared writing. In addition, students develop in their abilities to write in different modes – to describe, to express, to inform, to narrate, to persuade, and to respond. They develop their skills with the traits of effective writing – ideas, organization, voice, word choice, sentence fluency, and conventions.

Students gain practice with various forms of writing at every level of ***Journeys***:

Writing Forms in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Captions	Captions	Compare/ Contrast Paragraph	Autobiography	Cause-and-Effect Paragraph	Cause-and-Effect Paragraph	Book Review
Class Story	Descriptions	Description	Compare/ Contrast Paragraph	Descriptive Paragraph	Character Description	Cause-and-Effect Paragraph
Descriptions	Dialogue	Descriptive Paragraph	Descriptive Paragraph	Dialogue	Compare-Contrast Paragraph	Commercial Script
Fictional Narrative	Labels	E-mail Message	Dialogue	Fictional Narrative	Descriptive Narrative	Compare-Contrast Paragraph
Invitation	Letters	Fictional Story	Fictional Narrative	Friendly Letter	Dialogue	Descriptive Paragraph
Labels	Opinion Paragraph	Friendly Letter	Friendly Letter	Journal Entry	Fictional Narrative	Dialogue
Lists	Personal Narrative	Informational Paragraph	Humorous Poem	Narrative Composition	Friendly Letter	Fictional Narrative
Personal Narratives	Poetry	Instructions	Instructions	Opinion Paragraph	Journal Entry	Fieldnotes
Poetry	Report	Opinion Paragraph	Narrative Poem	Personal Narrative	Narrative Paragraph	Friendly Letter
Report	Sentences	Persuasive Essay	Opinion Paragraph	Persuasive Essay	Opinion Paragraph	Informational Essay
Response to Literature	Stories	Persuasive Letter	Personal Narrative Paragraph	Persuasive Letter	Personal Narrative	Opinion Essay
Sentences	Summary	Persuasive Paragraph	Personal Narrative	Persuasive Paragraph	Personal Narrative Paragraph	Opinion Paragraph
	Thank-You Notes	Problem/ Solution Paragraph	Persuasive Essay	Poetry	Persuasive Essay	Personal Narrative
		Research Report	Persuasive Letter	Prewrite	Persuasive Letter	Personal Narrative Paragraph
		Response Paragraph	Problem/ Solution Paragraph	Problem-Solution Composition	Persuasive Paragraph	Persuasive Essay
		Response Poem	Research Report	Procedural Composition	Poem	Persuasive Letter
		Response to Literature	Response Paragraph	Public Service Announcement	Problem-Solution Paragraph	Poetry
		Story	Response to Literature	Research Report	Procedural Paragraph	Problem-Solution Paragraph
		Summary Paragraph	Story	Response to a Selection	Research Report	Research Report
		True Story	Summary Paragraph	Story	Response Essay	Story Scene
				Summary	Summary	Summary Paragraph

The ***Journeys*** **Read Alouds** (Day 1 of every lesson) provide regular opportunities for students to develop their listening comprehension skills. **Listening, Speaking, and Viewing** are further developed in varying ways at different levels in ***Journeys***.

Grade K **Share Ideas** and **Share Information**:
K-1: T297, T377 K-2: T57, T137, T217, T297, T377 K-3: T137, T217, T297, T377 K-4: T57, T137, T297, T377 K-5: T57, T137, T217, T297, T379 K-6: T57, T137, T217, T297, T379

In Grade 3, **Listening, Speaking**, and **Viewing** instruction focuses on:

- Compare and Contrast Media Messages
- Computer: Use the Internet
- Computer: Dictionary and Encyclopedia
- Computer: Review Internet Strategies
- Computer: Review of the Basics
- Follow and Give Directions
- Give a Speech
- Hold a Conversation or Discussion
- Interpret Poems
- Interview
- Listen Critically
- Listen for and Retell (Paraphrase) Main Ideas
- Listen to Compare and Contrast
- Listening for a Purpose
- Monitor Understanding and Ask Questions
- Organize Ideas for a Speech
- Presenting a Report
- Respond to Questions
- Retell a Story
- Use Nonverbal Cues
- Using Visuals

In Grade 6, **Listening**, **Speaking**, and **Viewing** instruction focuses on:

- Analyze and Evaluate Presentations
- Analyze Media Sources and Message
- Ask and Answer Questions
- Brainstorm Problems and Solutions
- Compare Print and Non-print Information
- Conduct an Interview
- Create Visuals for Oral Presentation
- Deliver Oral Summaries
- Describe a Personal Experience
- Dramatize a Story
- Give and Follow Directions
- Give a Persuasive Speech
- Hold a Literature Discussion
- Hold a Debate
- Interpret Poetry
- Listen Critically: Persuasive Techniques
- Listen (for Information, for a Purpose, to Summarize)
- Make a Multimedia Presentation
- Organize Ideas for a Speech
- Prepare Interview Questions
- Viewing Symbols and Images

Engagement and Motivation in Journeys

The ***Journeys*** program engages and motivates students by ensuring that all students will be interested in the texts and activities in the program and will proceed at their own levels so that they can all experience success in the program. Research supports the fact that highly effective teachers focus on supporting students' engagement and motivation in reading (Dolezal, Welsh, Pressley, & Vincent, 2003).

The many program features described in detail throughout this report contribute to students' engagement and motivation. Differentiated instruction, scaffolding for English language learners, the **I Do-We Do-You Do** scaffolded instruction, explicit strategies instruction, the combination of **Whole-Group, Small-Group**, and **Independent** learning activities, and the **Leveled Readers** all work together to ensure that students build a sense of self-efficacy as they work through the activities in the program. This sense of confidence ensures that students have the motivation to persist in learning.

In addition, high-interest texts, topics, and themes serve to engage readers throughout each level of the ***Journeys*** program.

Strand 5: Teaching with Effective Texts

It is essential to match readers with texts that support their learning at a particular point in time. A high-quality leveled book is your best tool for meeting readers where they are and moving them forward.
(Fountas, 2010)

Defining the Strand

The selection of appropriate, engaging, and varied texts is at the core of an effective reading program. For students to be engaged in reading—and motivated to persist in reading—the texts that teachers share with them must be at an appropriate instructional level and about an engaging topic and theme. In addition, the inclusion of varied genres exposes students to the different texts they will encounter in and out of school and develops their reading skills with multiple genres.

Leveled texts are an important tool for reading teachers. Texts that are too difficult will prove frustrating. An effective instructional program will match readers to engaging and age-appropriate texts that are written at the appropriate level for challenge without frustration. Students who believe they can learn persist in learning, and as a result learn more than peers who lack this sense of self-efficacy. Leveled texts can support this building of readers' confidence and prepare them to read the kinds of grade-level texts specified in the Common Core: "The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life" (Coleman & Pimentel, 2011, p. 3).

The use of engaging texts, too, is essential. Texts that are inappropriate or uninteresting for students will disengage them from the comprehension process. High-interest books will engage and motivate students.

Varied genres are also important. Genre instruction helps children develop the competencies of effective readers and writers. An effective program includes a wide variety of text genres to broaden students' abilities to enjoy, comprehend, and respond to varied texts. In addition, exposure to varied texts prepares students for the kinds of reading they will need to be able to do to be college and career ready. The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* do not focus just on requirements for English/Language Arts, but also pay attention to the literacy skills and understandings students need for success in multiple disciplines. Among these is reading across genres (Common Core State Standards Initiative, 2010a).

Through **Big Books** (K-1), **Leveled Readers**, Decodable Readers (K-2), **Core Reader**s (1-2), **Trade Books**, Magazines (3+), and Student Anthology (3+), the ***Journeys*** program provides leveled texts in varied genres and with topics and themes designed to engage and motivate all readers.

Research that Guided the Development of the *Journeys* program

Leveled Texts

Matching instructional demand with students' levels of skill and ability is crucial to student engagement, motivation, and learning. Matching the instructional activity with the learner's level has sometimes been referred to as the Goldilocks principle—activities should be not too hard or not too easy, but just right for learning to occur (VanLehn, Graesser, Jackson, Jordan, Olney, & Rose, 2007; Metcalfe & Kornell, 2005; Wolfe, Schreiner, Rehder, Laham, Foltz, Kintsch, & Landauer, 1998; Morris, Blanton, Blanton, Nowacek, & Perney, 1995). This match is particularly important for students with learning difficulties (Baker, Clark, Maier, & Viger, 1981) and for ELL students (Short & Fitzsimmons, 2007).

Cognitive science shows that the brain learns optimally when people are challenged, but shuts down when it perceives that the task or goal is impossible to meet (Caine & Caine, 1997a). In reading instruction, leveled texts can mean the difference between learners shutting down versus learners perceiving the challenge as appropriate. Leveling the difficulty of texts assists students in learning to read (Clay, 1991). According to Snow, Burns, and Griffin (1998) "regardless of a child's reading ability, if too many of the words of a text are problematic, both comprehension and reading growth itself are impeded" (p. 213). Finely leveled texts can also provide the scaffolding [that] struggling readers need to achieve step-by-step success and build their confidence.

Varied Genres

Research suggests that the approaches students take to reading and comprehending fiction and informational texts differ, and that students need experiences with and instruction in reading both kinds of texts. A majority of reading that students will do in school and in work is nonfiction. In an effective literacy program, students need exposure to high-quality fiction and nonfiction texts. "Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text …The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades" (Common Core Standards Initiative, 2010a, p. 4).

Because classrooms today incorporate an expanded variety of texts, students need to be supported in learning how to read across multiple texts" (Ogle & Blachowicz, 2002, p. 270). Content-area teachers lack the expertise to effectively teach reading, therefore, the responsibility to teach content-area reading skills and strategies often falls to the English teacher—who oftentimes require support themselves in teaching reading of these kinds of texts (ACT®, 2007).

Because the structures of content-area texts differ from narrative texts, comprehension strategies for one do not necessarily transfer to the other. For this reason, explicit instruction in multiple genres is helpful. Williams (2005) conducted a series of studies and found that at-risk students were able to transfer what they learned to new texts when they were given explicit instruction with a focus on text structure.

Engaging Topics and Themes

Texts used in the classroom should engage students' interest and motivate them to continue reading. Studies have shown a high correlation between personal interest and text learning—and these findings hold up "for both short and long text, narratives and expository text, younger and older students, and students with high or low reading ability" (Schiefele, 1999, p. 265). Students who are interested in what they are reading are mentally engaged (Hidi & Boscolo, 2006); in their study, Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littles (2007) found that "interest and positive affect for reading invariably were associated with high cognitive recall and comprehension of text" (p. 306). The use of interesting texts has been shown to increase students' generalized motivation for learning (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006).

Well-written nonfiction texts on topics of interest—as well as fiction with interesting characters, exciting plots, and familiar themes—will engage readers. Other properties of texts that have been shown to increase student interest include interesting topics (Schiefele, 1999; Fountas & Pinnell, 1996, 2001, 2006), appealing format (Schraw, Bruning, & Svobada, 1995), relevance (Schraw & Dennison, 1994), and appropriate language and complexity (Fountas & Pinnell, 1996, 2001, 2006).

From Research to Practice

Leveled Texts in Journeys

The **Leveled Readers** form an essential core of the ***Journeys*** program. The opportunity for teachers to provide this type of leveled support for students reading on-, below-, or above-grade level is critical to the effectiveness of the ***Journeys*** instructional program in ensuring that all students are prepared to read the challenging texts specified by the Common Core State Standards.

These **Leveled Readers**:

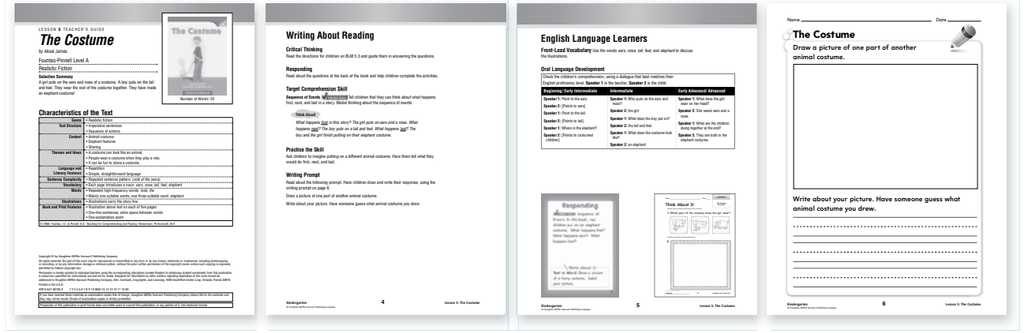
- Were created and leveled by Irene Fountas.
- Are leveled by Guided Reading, DRA, and Lexile levels.
- Provide running records.
- Are packaged by Struggling Reader, On-Level, or Challenge Strands, or by Guided Reading Level.
- Contain 75% nonfiction and informational text.

Using the ***Journeys*** **Leveled Readers** Database, teachers can search among these **Leveled Readers** for those which best meet the needs of their students—by guided reading level, by topic, by skill, or by content area.

Each of the over 600 readers throughout the program is accompanied by an eight-page Leveled Reader Teacher's Guide. These guides are designed to support these readers in a small-group setting and to promote:

- Thinking Within the Text
- Thinking Beyond the Text
- Thinking About the Text
- Writing About Reading
- English Language Development
- Phrased, Fluent Reading

These guides include essential information to facilitate instruction, including a selection summary, an overview of the text, a suggestion for activating students' background knowledge, target vocabulary and definitions, and suggestions for discussing the text to get students to think within, beyond, and about the text. In addition, the plans include writing prompts, instructional strategies for ELL students, and suggestions for generating critical responses to the texts.



Online, these **Leveled Readers** can become part of the individualized or small-group instructional plans through the online **Things To Do** feature. In addition, students can take advantage of the option to listen to readers orally as they follow along with the print online version. This ability to listen to a text read orally while following along with the print text is supported by research; presenting words orally allows students to process "text" through their auditory channel as they process the print text through their visual channel. This finding that students learn better from visuals plus narration is termed the Modality Principle and has been supported through numerous studies of multimedia learning (Mayer, 2001).

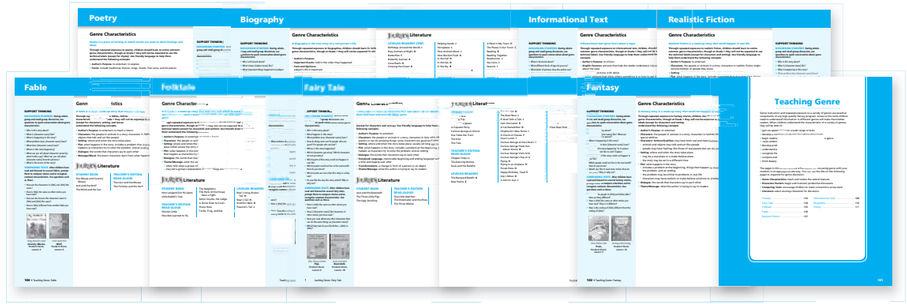
Varied Genres in Journeys

Genre instruction is an important element of the ***Journeys*** program. The program includes texts in varied genres at each level as shown here:

Genres in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Fable	Biography	Article	Animal Fantasy	Advertisement	Article	Autobiography
Fairy Tale	Fable	Biography	Biography	Biography	Autobiography	Biography
Fantasy	Fantasy	Fable	Fable	Expository Nonfiction	Biography	Fantasy
Informational Text	Folktale	Fantasy	Fairy Tale	Fable	Expository Nonfiction	Folktale
Poetry	Informational Text	Fiction	Fantasy	Fairy Tale	Historical Fiction	Historical Fiction
Realistic Fiction	Mystery	Folktale and Traditional Literature	Fiction	Fantasy	Humorous Fiction	Informational Text
Trickster Tales	Narrative Nonfiction	Humorous Fiction	Folktale	Folktale	Informational Text	Myth
	Poetry	Informational Text	Historical Fiction	Historical Fiction	Mystery	Mystery
	Realistic Fiction	Narrative Nonfiction	Humorous Fiction	Informational Text	Myth	Narrative Nonfiction
		Play	Informational Text	Mystery	Narrative Nonfiction	Opinion Essay
		Poetry	Legend	Narrative Nonfiction	Persuasive Speech	Play
		Readers' Theater	Myth	Persuasion	Persuasive Text	Poetry
		Realistic Fiction	Plays	Photo Essay	Play	Readers' Theater
			Poetry	Play	Poetry	Realistic Fiction
			Readers' Theater	Poetry	Readers' Theater	Science Fiction
			Realistic Fiction	Readers' Theater	Realistic Fiction	
			Traditional Tales	Realistic Fiction	Science Fiction	
				Science Fiction		
				Tall Tale		
				Traditional Tale		
				Trickster Tale		

The program provides instruction for students on genre characteristics and provides teaching points, questions, and materials in the Teacher's Edition to assist in teaching about genre. The questions and teaching points provided can be used over and over across the year as students encounter different genres and increasingly difficult texts within a certain genre.

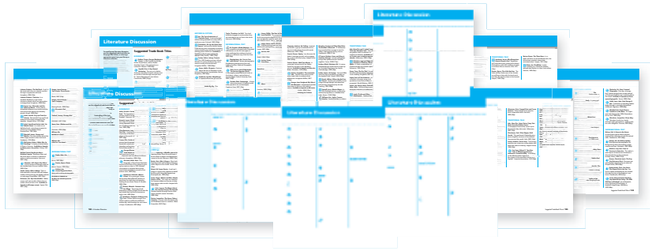


Research has shown that explicitly teaching the structures of a text—in this study, story structures—improves students' comprehension and recall (Stevens, Van Meter, & Warcholak, 2010). For an example of how genre instruction is modeled in specific lessons in the ***Journeys*** program, see these examples of fable and of poetry from Lesson 1 in the Grade 1 **Leveled ReadersWhole-Group Lessons**.

And these examples informational text and folktale from Lesson 15 in the Grade 6 **Leveled ReadersWhole-Group Lessons**.

The ***Journeys*** program also comes with **Suggested Trade Book Titles** for each grade level – Kindergarten through Grade 6. Each list includes an annotated bibliography organized by genre, including such genres as biography, fantasy, historical fiction, informational text, mystery, poetry, realistic fiction, science fiction, and traditional tales. In addition, each list also includes icons for easy identification to point out which texts are considered classic texts and which texts would be particularly effective for teaching science, social studies, music, math, or art.

This attention to varied genres—and to literacy in the content areas—is an emphasis of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (Common Core State Standards Initiative, 2010a) and is reinforced in different ways through the ***Journeys*** program.



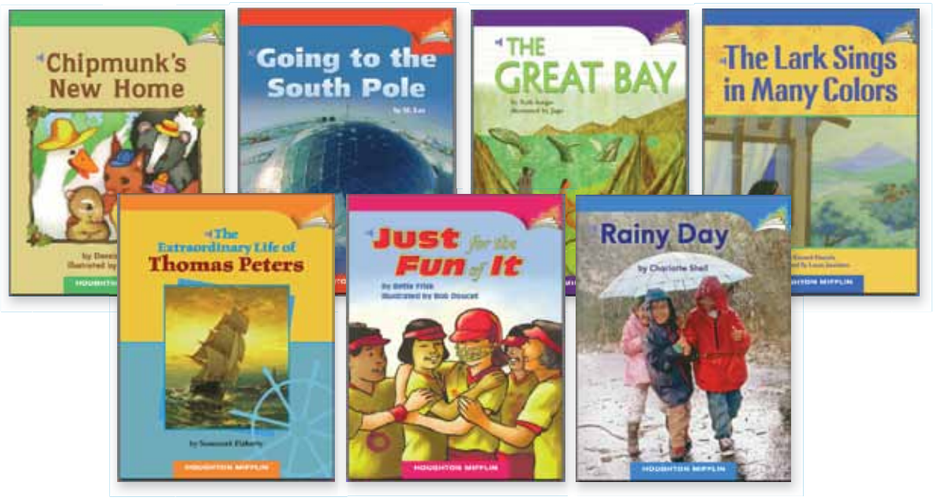
Engaging Topics and Themes in Journeys

The reading selections and books in ***Journeys*** were selected and written with the purpose of engaging young readers. The fiction and nonfiction texts tell engaging stories and inform students about interesting topics.

In Kindergarten, students are engaged through the ***Journeys*** Big Books, Leveled Readers, Decodable Books, and suggested Trade Books. In Grades 1 and 2, students read Core Readers, Decodable Readers, Leveled Readers, Big Books, and Trade Books. In Grades 3 through 6, the Student Anthology/Core Readers, Leveled Readers, Adventure Unit Magazines, and Trade Books engage students and spark their curiosity to learn more.

The final unit for Grades 3 through 6 is called the ***Journeys*** Adventure Unit. This unit serves as an end-of-year review of the major comprehension skills and strategies and the vocabulary essential for growth in the coming year. The Adventure Unit is a student magazine designed to be high-interest and engaging for students at these grade levels.

Each of the eight-page lessons plans, provided for each of the leveled readers, offers additional details about the Characteristics of the Text that can aid teachers in selecting texts that will be particularly engaging to their students. This Characteristics of the Text table provides details about the genre, structure, content, themes and ideas, and complexity of the text.



Strand 6: Developing Fluency

When a reader struggles with word-by-word reading, having difficulty reading the sentences and phrases, it isn't surprising that little in the way of higher-order literacy performance is evident. So much cognitive effort was deployed at the word and sentence level that little remained for thinking about the ideas, emotions, and images found in the text. Working to develop fluent reading is important for fostering more thoughtful literacy performances.
—Allington, 2001, p. 14

Defining the Strand

The ability to read fluently involves several attributes:

- Automatic recognition of words
- Ease of reading
- Appropriate pace
- Expression which demonstrates comprehension

Fluent reading reflects the reader's ability to construct meaning. Fluent readers are able to devote less energy to decoding—and more energy to comprehension (Allington, 2001).

For struggling readers, particularly, instruction in the skills for fluency is important. According to Chard, Pikulski, & McDonagh (2006) "…research and theory suggest … The eight-step program for struggling readers [that] should include explicit and systematic instruction that:

1. Builds the graphophonic foundations for fluency, including phonological awareness, letter familiarity, and phonics.
2. Builds and extends vocabulary and oral language skills.
3. Provides expert instruction and practice in the recognition of high-frequency vocabulary.
4. Teaches common word parts and spelling patterns.
5. Teaches, models, and provides practice in the application of a decoding strategy.
6. Uses appropriate texts to coach strategic behaviors and to build reading speed.
7. Uses repeated reading procedures as an intervention approach for struggling readers.
8. Monitors fluency development through appropriate assessment procedures" (48-49).

An effective reading program will use varied strategies to teach students the fluency and automaticity they need to work through increasingly complex texts. One technique with demonstrated effectiveness (National Reading Panel, 2000) is the practice of guided oral reading, in which students repeat oral readings with guidance from teachers, peers, or parents.

Shanahan (2006a) points out that "fluency instruction works best when it is part of a more complete regimen of reading and writing instruction" (35-36). In the **Houghton Mifflin Harcourt *Journeys*** program, fluency is built into a comprehensive and integrated program for literacy. Students' fluency is built through instruction in decoding and word recognition, models of fluent reading, and regular opportunities for guided reading practice—with support and feedback.

Research that Guided the Development of the *Journeys* program

Developing Fluency

When learning to read fluently, readers move from laboriously attending to each letter-sound association to decoding rapidly and automatically, by quickly recognizing word parts and whole words. How well students recognize words connects to how well students understand words (Pulido, 2007). This is why decoding and fluency are so essential to comprehension.

The connection between fluency and comprehension is well documented (Allington, 2001). In a study of Grade 5 students, researchers found that students who had the highest performances in comprehension also were able to quickly recognize isolated words, process phrases and sentences as units while reading silently, and use appropriate expression when reading text aloud (Klauda & Guthrie, 2008). Research has supported the assertion that "fast, accurate word recognition frees cognitive resources for reading comprehension" (Klauda & Guthrie, 23-24). In a 2002 study of oral reading that was part of the National Assessment for Educational Progress (NAEP), researchers found a close connection between fluency and comprehension—students who read more quickly and with greater accuracy also scored higher on the NAEP reading assessment (Daane, Campbell, Grigg, Goodman, & Oranje, 2005).

Research suggests that instruction in fluency should be part of a complete reading program for all readers (Shanahan, 2006; Chard, Pikulski, & McDonagh, 2006). To gain fluency, readers must "move beyond accuracy to automaticity—and automaticity is achieved only with practice" (Samuels, Schermer, & Reinking, 1992, 136). Thus, fluency development requires repeated practice (Keehn, 2003). Effective instruction in fluency, therefore, will likely involve increasing the amount of reading students do (Samuels, 2002) and engaging in repeated oral readings (National Research Panel, 2000; Pressley, Gaskins, & Fingeret, 2006; Samuels, 2002). Repeated reading was shown to impact students' word recognition, reading speed, and comprehension (National Reading Panel, 2000). Repeated exposure to words leads to gains in fluency (Jenkins, Stein, & Wysocki, 1984; Topping & Paul, 1999).

Regular assessment—and subsequent tailored instruction—is necessary for these fundamental skills: "Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both of the latter should be regularly assessed in the classroom, permitting timely and effective instructional response where difficulty or delay is apparent" (Snow, Burns, & Griffin, 1998, 7).

From Research to Practice

Fluency in Journeys

In the ***Journeys*** program, fluency instruction is designed to help students develop the core elements of fluent reading. Fluency instruction is supported in many ways in ***Journeys***, and is integrated into weekly instruction to meet the needs of young readers and align with the foundational skills in fluency specified in the Common Core State Standards.

The Emphases of Fluency Instruction in ***Journeys***, Grades K-6

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
• General Fluency • Expression • Modeling • Punctuation • Rate	• Accuracy • Expression • Intonation • Modeling • Phrasing • Punctuation • Rate • Stress	• Accuracy: Connected Text • Accuracy: Self-Correct • Accuracy: Word Recognition • Adjust Rate • Expression • Intonation • Modeling • Phrasing: Natural Pauses • Phrasing: Punctuation • Rate • Rereading • Stress • Word Recognition	• Accuracy • Adjust Rate to Purpose • Expression • Intonation • Modeling • Phrasing • Rate • Self-Correction • Stress	• Accuracy • Adjust Rate to Purpose • Expression • Intonation • Modeling • Phrasing • Rate • Self-Correction • Stress	• Accuracy • Accuracy and Self-Correction • Adjust Rate to Purpose • Expression • Intonation • Modeling • Phrasing: Pauses • Phrasing: Punctuation • Rate • Rereading for Self-Correction • Stress	• Accuracy • Accuracy and Self-Correction • Adjust Rate to Purpose • Expression • Intonation • Phrasing: Pauses • Phrasing: Punctuation • Rate • Stress

The program's **Interactive Read-Alouds** and **Shared Reading** serve to provide students with daily models of fluent reading. Through instruction, all aspects of fluency are developed. Note how in the ***Planning and Pacing*** chart for Grade 2, below, different aspects of fluency—from word recognition to intonation and phrasing—are emphasized in daily instruction.

The ***Journeys*** **Ready-Made Work Stations** link to the week's literature and skills and provide additional opportunities for students to build their fluency skills.

In addition, the **Student Book Audiotext CD** provides an effective way to have children listen to models of fluent reading. Audio readings are provided for the ***Journeys*** **Big Books**, **Write-In Readers, Student Edition,** and **Reading Adventures Magazine**. The **Write-In Readers for Intervention eBooks** include online audio at two speeds for appropriate intervention support.

Instruction on fluency continues through all grade levels of the ***Journeys*** program. At Grade K, small-group fluency instruction might look like this:

At Grade 6, the focus of instruction builds as appropriate with the grade-level and ability-level of the students, such as in this example from Grade 6:

Finally, support for fluency is provided throughout the Teacher's Editions of the program. The **Choices for Further Support** features often offer suggestions for improving students' fluency or suggest opportunities for fluency practice, such as this one at Grade 4 (from the **Lesson Plan** for the **Leveled Reader** *Arthropods Rule!*):

Choices for Further Support

- Fluency Invite students to choral read a passage from the text and demonstrate phased fluent reading. Remind them to pause and to properly pronounce the words included in parentheses. Remind them to make brief pauses at commas, and full pauses after periods, question marks, and exclamations.

Strand 7: Connecting Writing and Reading

We have long known that the amount of reading and writing children do is directly related to how well they read and write. Classrooms in which all the students learned to read and write are classrooms in which the teachers gave more than 'lip service' to the importance of actually engaging in reading and writing. They planned their time so that children did a lot of reading and writing throughout the day—not just in the 100 minutes set aside for reading and language arts.
(Cunningham & Allington, 2007, 7)

Defining the Strand

Reading and writing are connected—at the word level (word recognition, spelling) and at the text level (comprehension, composition) (Berninger, Abbott, Abbott, Graham, & Richards, 2002). Reading and writing share a bidirectional relationship; writing instruction improves reading comprehension and reading instruction improves composition (Shanahan, 2006). Students who write about what they read show more evidence of critical thinking and students who read show improved composition (Biancarosa & Snow, 2006). Integrating reading and writing has been shown to increase word learning (Baker, Simmons, & Kame'enui, 1995b; Klesius & Searls, 1991); support ELL students (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a); improve revision (MacArthur, 2007); and positively impact the quality of students' independent writing (Corden, 2007). This integrated model of literacy is apparent in the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*; "although the Standards are divided into … strands for conceptual clarity, the processes of communication are closely connected… [and require] that students be able to write about what they read" (Common Core Standards Initiative, 2010a, 4).

Effective integrated reading-writing instruction incorporates several components. First, students study language at the sentence level and study grammar. In grammar study, connections to the context of authentic writing help students better write and edit their own work (Hillocks, 1986; Weaver, 1997). Second, students write for purposes that are relevant and meaningful. And, third, students write in multiple genres that mirror the genres to which they are exposed in reading. In genre study, students who are exposed to different genres are able to analyze these examples and "to emulate the critical elements, patterns, and forms embodied in the models in their own writing" (Graham & Perin, 2007, p. 20). Because all genres are not equally familiar, instruction in varied genres is important (Downing, 1995; Lenski & Johns, 2000).

The National Commission on Writing (2003) found that most students do not possess the writing skills they need and that writing must take a central place in instruction. The ***Journeys*** program effectively integrates reading and writing instruction throughout each level of the program to develop these much-needed skills in writing. In ***Journeys***, grammar and writing instruction occur every day.

Research that Guided the Development of the *Journeys* program

Grammar Instruction

While regular writing improves overall writing ability (Ball, 2006), instruction in the varied elements of quality writing, including grammar, must take place if students are going to be competent and effective communicators. Such instruction is most beneficial and effective when presented as part of writing assignments and activities that are meaningful to students (Fearn & Farnan, 2005; Hillocks, 1986; Polette, 2008; Weaver, 1997). Students who are taught grammar when working on a specific piece of writing show a greater application than do those students taught grammar as a separate activity (Calkins, 1994; Spandel, 2001).

Some specific instructional techniques have been shown by research to be particularly effective in improving students' writing. In Writing Next, Graham and Perin (2007) identified sentence combining as one of the 11 effective, research-based elements or strategies. The sentence-combining approach has been shown to be effective with elementary school students (Saddler & Graham, 2005) and English language learners (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006b).

Writing for a Purpose

We write for specific purposes, so it follows that to teach students to write, teachers must embed writing instruction in meaningful and varied purposes. For students to develop the writing skills they will need in their future academic and work experiences, they must learn to write for varied meaningful and useful purposes (Kiuhara, Graham, & Hawken, 2009; Applebee & Langer, 2006).

Researchers have identified writing to persuade, to inform, to describe, and to convey research findings as essential purposes for writing for success in school and work (ACT, 2005; National Commission on Writing, 2005; National Commission on Writing, 2004). The 2011 NAEP framework (National Assessment Governing Board, 2010) and the Common Core Standards (Common Core Standards Initiative, 2010a) both highlight the need for students to produce texts for varied purposes. In NAEP, at the elementary level, students are asked to write to persuade, to explain, and to convey experience.

Distribution of the Communicative Purposes by Grade 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Writing in Varied Genres

Instruction in the varied forms of writing and their structures is important, as students are not equally familiar with all genres of writing (Downing, 1995; Lenski & Johns, 2000). The ability to think and write across disciplines is needed (Atwell, 1989) to meet 21st century demands which require that students become proficient writers able to flexibly adapt their writing to varied genres and contexts. The ability to produce various types of writing is an important element of the Common Core Standards (Common Core State Standards Initiative, 2010a).

In a synthesis of research on effective instructional strategies for teaching writing in the elementary grades, Chapman (2006) concluded that an emphasis on both process and product is essential for developing writers with the skills and flexibility to produce varied genres. One essential to effective writing instruction is "directing attention to textual features… to help children develop 'genre awareness'…" (39)

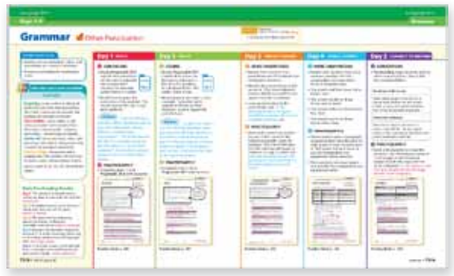
Writing instruction is particularly effective when teachers sequence the modes of writing according to their connection or immediacy to the writer (Langer, 1986a; Moffet, 1965, 1981, 1983). For this reason, beginning with personal writing—descriptive and narrative—engages students who are then ready to develop informational pieces, which require investigation, and finally to more cognitively challenging persuasive or argumentative writing (Moffett, 1981, 1983). While a thoughtful sequence of instruction supports students with these varied genres, this is not to suggest that all students are not capable of writing in different genres. Research demonstrates that young writers and struggling older writers can learn to write in varied types of genres (Harris, Graham, & Mason, 2006).

Engaging students in a variety of meaningful writing activities has been shown to improve their writing skills. In their analysis of NAEP data, Applebee and Langer (2006) found a correlation between the quality of student's writing and the types of writing they had been assigned to do in the classroom.

From Research to Practice

Grammar Instruction in Journeys

In ***Journeys***, grammar instruction is embedded in the context of reading and writing. Students learn concepts and rules of grammar through their own and others' writing.



Grammar instruction follows the same teach, review, connect pattern that is followed elsewhere throughout the ***Journeys*** program. New concepts are taught, and learned concepts are reviewed to reinforce learning and make connections between what is newly learned and what is being retained.

In Grades 1 through 6, a two-page spread on grammar is a part of each lesson in the student's **Core Reader**. The left page shows a grammar rule with a graphic organizer and suggestions for applying the skill through a Turn and Talk discussion or a **Try This**! activity; the right page connects this grammar rule with a writing application.

Projectables and the student **Practice Books** offer an easy way for teachers to introduce grammar concepts and provide the opportunity for students to practice and apply concepts.

Daily Proofreading Practice provides a quick, daily opportunity for students to apply their skills.

Journeys **Digital—Destination Reading**—offers additional grammar activities aligned with lessons for extra practice.

Throughout the ***Journeys*** program, students receive comprehensive instruction in all the grammar concepts and skills they need in order to be clear and effective writers and editors.

Grammar in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Adjectives	Action Parts of Sentences	Abbreviations	Abbreviations	Abbreviations	Abbreviations	Articles and Demonstratives
Exclamatory Sentences	Adjectives	Action Verbs	Adjectives	Adjectives	Adjectives	Proper Adjectives
Nouns (Singular and Plural)	Adverbs	Adjectives	Articles	Adverbs	Adverbs	Appositives
Prepositions	Contractions	Adverbs	Adverbs	Complete Sentences	Commas	Clauses
Pronouns	Exclamations	Commas (in Series, Dates and Places, and Sentences)	Capitalization	Conjunctions	Comparisons	Coordinating Conjunctions
Proper Nouns	Naming Parts of Sentences	Complete Sentences	Contractions	Contractions	Conjunctions	Subordinating Conjunctions
Punctuation	Nouns (Singular and Plural)	Contractions	Forming the Past Tense	Negatives	Contractions	Contractions
Questions	Prepositions and Prepositional Phrases	Irregular Verbs	Irregular Verbs	Nouns	Direct and Indirect Objects	Making Comparisons

Grammar in *Journeys cont.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Sentences	Pronouns	Nouns (Singular and Plural, Possessive, Proper)	Nouns (Plural, Possessive, Proper)	Participles	Negatives	Nouns (Common, Proper, Possessive, Singular, Plural)
Subjects and Verbs	Proper Nouns	Prepositions	Prepositions	Prepositions	Nouns (Common and Proper, Possessive, Singular and Plural)	Objects (Direct and Indirect)
Subject-Verb Agreement	Punctuation	Pronouns	Pronouns	Prepositional Phrases	Prepositions and Prepositional Phrases	Phrases
Tenses	Questions	Quotation Marks	Punctuation	Pronouns	Pronouns	Prepositions
Verbs	Sentences	Statements and Questions	Sentence Fragments	Proper Mechanics	Proper Mechanics	Progressive Forms (Past, Present, Future)
	Statements	Subject-Verb Agreement	Sentence Run-Ons	Punctuation	Punctuation	Pronouns (Demonstrative, Indefinite, Interrogative, Possessive, Reflexive, Subject and Object)
	Subjects and Verbs	Subjects and Predicates	Subjects and Predicates	Subjects and Predicates	Quotations	Punctuation (Colons, Commas, End, Semicolons)
	Tenses	Verb to be	Subject-Verb Agreement	Tenses	Sentences (Complete, Complex, Compound)	Sentences (Complete, Complex, Compound, Compound-Complex)
	Verb (to be and other verbs)	Verbs (Past, Present, and Future)	Tenses	Titles	Subjects and Predicates	Interjections
			Verbs	Transitions	Tenses (Past, Perfect, Present, Simple)	Subject-Verb Agreement
				Verbs	Transitions	Subjects and Predicates
					Verbs	Tenses
					Voice (Active and Passive)	Titles and Abbreviations
						Verbs (Action, Linking, Main, Regular and Irregular, Transitive and Intransitive)
						Voice (Active, Passive)

Writing for a Purpose in Journeys

In the **Reading-Writing Workshop** model followed by ***Journeys***, weekly writing lessons are based around a purpose for writing – write to narrate, write to inform, write to express, write to persuade, write to respond.

The ***Journeys*** program includes suggested prompts for each week's reading on the **Suggested Weekly Focus** page for students to write in a Reader's Notebook and record their responses to the reading. Each lesson also includes a writing activity, such as the one that follows, in which students write to persuade:

Each of the over 600 readers throughout the program is accompanied by an eight-page **Leveled Reader Teaching Plan** designed to support readers. Each of these plans includes a section on **Writing about Reading**, which provides a *Writing Prompt* that invites students to write and think about what they have read. Writing about what they have read in this way helps students to expand their thinking, construct knowledge, generate new thinking, and clarify their understandings.

The ***Journeys*** **Ready-Made Work Stations** link to the week's literature and skills and provide a weekly writing activity for students.

To gain additional practice in writing for varying purposes, ***Journeys*** Write Smart provides electronic support for Grades 2 and up students' writing through interactive student models, interactive graphic organizers, interactive revision lessons, and editable rubrics for different modes of and purposes for writing.

Writing Varied Genres in Journeys

The **Reading-Writing Workshop** for Grades 1 and up introduces writing activities that are done for specific purposes, which vary by genre and include spiraled traits for reinforcement as students progress within and across grade levels.

Writing Forms in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Captions	Captions	Compare/ Contrast Paragraph	Autobiography	Cause-and-Effect Paragraph	Cause-and-Effect Paragraph	Book Review
Class Story	Descriptions	Description	Compare/ Contrast Paragraph	Descriptive Paragraph	Character Description	Cause-and-Effect Paragraph
Descriptions	Dialogue	Descriptive Paragraph	Descriptive Paragraph	Dialogue	Compare-Contrast Paragraph	Commercial Script
Fictional Narrative	Labels	E-mail Message	Dialogue	Fictional Narrative	Descriptive Narrative	Compare-Contrast Paragraph
Invitation	Letters	Fictional Story	Fictional Narrative	Friendly Letter	Dialogue	Descriptive Paragraph

Writing Forms in *Journeys*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Labels	Opinion Paragraph	Friendly Letter	Friendly Letter	Journal Entry	Fictional Narrative	Dialogue
Lists	Personal Narrative	Informational Paragraph	Humorous Poem	Narrative Composition	Friendly Letter	Fictional Narrative
Personal Narratives	Poetry	Instructions	Instructions	Opinion Paragraph	Journal Entry	Field Notes
Poetry	Report	Opinion Paragraph	Narrative Poem	Personal Narrative	Narrative Paragraph	Friendly Letter
Report	Sentences	Persuasive Essay	Opinion Paragraph	Persuasive Essay	Opinion Paragraph	Informational Essay
Response to Literature	Stories	Persuasive Letter	Personal Narrative Paragraph	Persuasive Letter	Personal Narrative	Opinion Essay
Sentences	Summary	Persuasive Paragraph	Personal Narrative	Persuasive Paragraph	Personal Narrative Paragraph	Opinion Paragraph
	Thank-You Notes	Problem/ Solution Paragraph	Persuasive Essay	Poetry	Persuasive Essay	Personal Narrative
		Research Report	Persuasive Letter	Prewrite	Persuasive Letter	Personal Narrative Paragraph
		Response Paragraph	Problem/ Solution Paragraph	Problem-Solution Composition	Persuasive Paragraph	Persuasive Essay
		Response Poem	Research Report	Procedural Composition	Poem	Persuasive Letter
		Response to Literature	Response Paragraph	Public Service Announcement	Problem-Solution Paragraph	Poetry
		Story	Response to Literature	Research Report	Procedural Paragraph	Problem-Solution Paragraph
		Summary Paragraph	Story	Response to a Selection	Research Report	Research Report
		True Story	Summary Paragraph	Story	Response Essay	Story Scene
				Summary	Summary	Summary Paragraph

Strand 8: Meeting All Students' Needs through Differentiation and Strategic Intervention

Optimal learning takes place within students' "zones of proximal development"—when teachers assess students' current understanding and teach new concepts, skills, and strategies at an according level.
(Vygotsky, 1978)

Defining the Strand

Effective instruction successfully meets the needs of students with a wide range of ability levels and backgrounds. Effective teachers differentiate instruction. Effective curricular programs address the needs of all students, including struggling students and advanced learners. A wide body of research supports the idea that for learning to occur, learning activities must match the level of the learner (Tomlinson & Allan, 2000; Valencia, 2007).

Any reader can struggle with a particular text. The struggling readers who need differentiated instruction, though, are the ones who struggle with most texts—those who lack the strategies to make sense of what they read and the engagement to persist in what they read. High-quality instruction for these students includes authentic purposes for reading and writing across content areas, the use of specific scaffolds, and lessons that teach essential strategies (Collins, 1998; Cunningham & Allington, 2007; Lipson, 2011; Lipson & Wixson, 2008). Increasing these students' motivation is also essential.

For advanced learners, teachers must work to ensure that these students continue to progress—and to feel engaged and challenged. Differentiating instruction for these students can involve increased pacing, providing extra opportunities for independent practice and exploration, and extending lessons to make them appropriately challenging.

In the ***Journeys*** program, specific suggestions and materials for differentiation support all students. Strategic intervention materials include **Write-In Readers** and **Intervention Toolkits**. Advanced learners are challenged through leveled texts and small-group instruction tailored to their levels of readiness. More specifics on how ***Journeys*** supports instruction for all students is provided in the following sections of this report.

Research that Guided the Development of the *Journeys* program

Struggling Readers

As stated above, struggling readers are those who lack the skills in phonics and decoding to read, lack the strategies to comprehend what they read, and lack the engagement to persist in reading.

For these students, demonstrations of effective strategy use and continued opportunities to apply strategies learned are essential components of effective instruction (Cunningham & Allington, 2007; Allington, 2001; Fielding & Pearson, 1994; Armbruster, Anderson, & Ostertag, 1987; Raphael & Pearson, 1985; Baumann, 1984; Pikulski, 1994). Struggling readers benefit from the same instructional strategies from which all learners benefit, but also benefit from more intensive instruction on skills (Au, 2002). Graphic organizers and predictable learning sequences have been shown to be effective with struggling learners (Collins, 1998) as have integrating reading and writing, setting authentic purposes for literacy activities, and providing consistently high-quality classroom instruction (Cunningham & Allington, 2007).

All struggling readers do not struggle for the same reasons. They differ in their needs for instruction (Valencia, 2010). Some need additional instruction in phonics, decoding, and word recognition. Others need instruction focused more closely on comprehension strategies (Pressley, Gaskins, & Fingeret, 2006). What these students do not need is slowed-down instruction which will ensure that they remain behind their peers (Allington & Walmsley, 1995).

Increasing the motivation of struggling readers is particularly important because of the close connection between motivation and reading achievement, as discussed in the earlier section of this report on engagement and motivation.

Advanced Learners

Like English language learners and struggling learners, advanced learners require differentiation in their instruction as well. Those who are advanced in the subject need to be sufficiently engaged to be motivated to continue to challenge themselves. Differentiation in activities and delivery can accomplish this purpose (Rogers, 2007; Tomlinson, 1995, 1997; VanTassel-Baska & Brown, 2007), as can centering activities around issues, problems, and themes that are of interest and relevant to these children (VanTassel-Baska & Brown, 2007).

A number of practices have been identified by research as particularly effective with this population of students. A learning environment with the following characteristics has been demonstrated to be effective for advanced learners:

- Ongoing assessment of students, in varied modes likely to give students the most opportunity to demonstrate their knowledge and skill
- Multiple learning options and varied instructional strategies
- Variable pacing
- Engaging tasks for all learners
- Flexible grouping (Tomlinson, 1995)

Rogers (2007) adds that advanced learners need daily challenge, opportunities to work with peers, and varied instructional delivery. Additionally, while group work and working with peers are beneficial for these students, independent learning is a key to an effective instructional program to challenge these advanced learners. Research

suggests that "gifted learners are significantly more likely to prefer independent study, independent project, and self-instructional materials" (Rogers, 2002). So, whole group, small group, and independent activities will all serve specific purposes in meeting the needs of these students.

From Research to Practice

Struggling Readers in Journeys

The ***Journeys*** program was designed to support the learning of all students. The effective instructional practices throughout the program support struggling readers in multiple ways and provide guidance for implementing daily individualized instruction with struggling readers. The authors of ***Journeys*** recognize that while "ambitious outcomes are appropriate for all students, one-size-fits-all instruction is not the best we can do" (Lipson, 2011). In the ***Journeys*** program, **Write-In Readers** provide intervention for readers who struggle (those reading at a year or more below reading level) and **Reading Tool Kits** provide targeted skill-based intervention. The **Week at a Glance** at the beginning of each lesson provides an overview of the week's strategic intervention instruction—which is then elaborated more fully in the back of the Teacher's Edition, where the **Teal Intervention Tabs** provide specific suggestions for strategic intervention to meet the needs of struggling readers.

The **Write-In Readers** are provided for students in Grades 1 and up and are provided both in print and as an online experience. These consumable worktexts keep students interacting with text and focusing on comprehension. **Each Stop, Think, Write** activity is designed to support and reinforce the key skill or strategy. **Look Back and Respond** pages offer hints that help children search the text for key information.

Online, the ***Journeys*** program provides the kinds of listening and reading support from which research shows that struggling readers benefit. The **Write-In Reader Online** is at the heart of the ***Journeys*** intervention strategy. Online, students can listen to the selections at a slower speed and at a fluent reading speed. Whiteboard features and hints provided online help to support students as they go deeper into texts to increase their comprehension.

The ***Journeys*** **Reading Tool Kits** allow for targeted intervention in specific skills.

In the Primary Kit, the ***Journeys*** program provides targeted instruction and intervention in the five areas critical to reading success—phonics, phonemic awareness, vocabulary, fluency, and comprehension—through multiple tools, including:

- *I Do, We Do, You Do* organization that provides an important gradual-release model and scaffolds student learning.
- 90 lessons in each of the five domains (for a total of 450 lessons).
- The **Skill Index** that enables teachers to easily personalize instruction and locate specific lessons.

In the Intermediate Literacy Toolkit, the ***Journeys*** program provides:

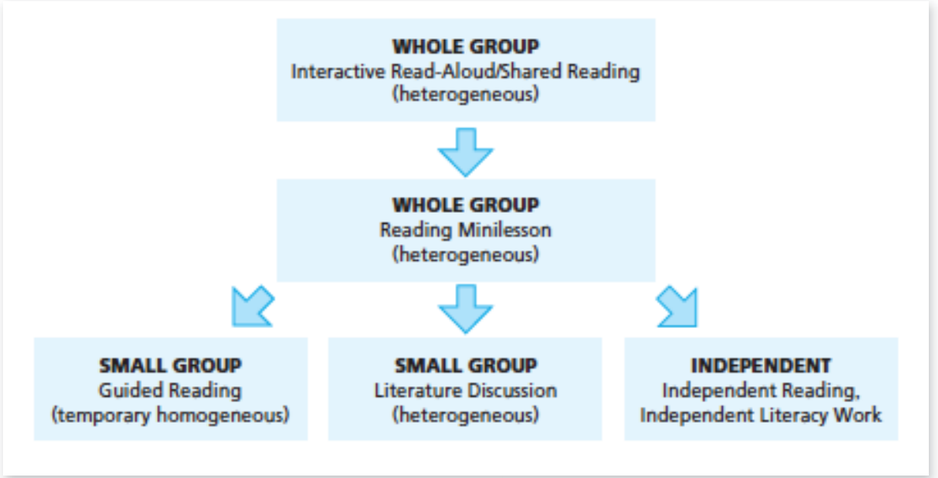
- Focused instruction in key reading skills.
- Activities that can be used for small-group or individual instruction.
- Leveled books that offer additional reading and skill application.
- Assessment that evaluates the effectiveness of the intervention.

Additional ancillaries support intervention for struggling readers. The **Progress Monitoring Assessment** (bi-weekly) supports Tier II intervention instruction centered around the **Write-In Readers**.

Advanced Learners in Journeys

Leveled Readers in ***Journeys*** provide specific types of reading support for all students, whether they read on-, below-, or above-grade level. Teachers at each grade level can search for leveled readers by reading level, or by Fountas-Pinnell level.

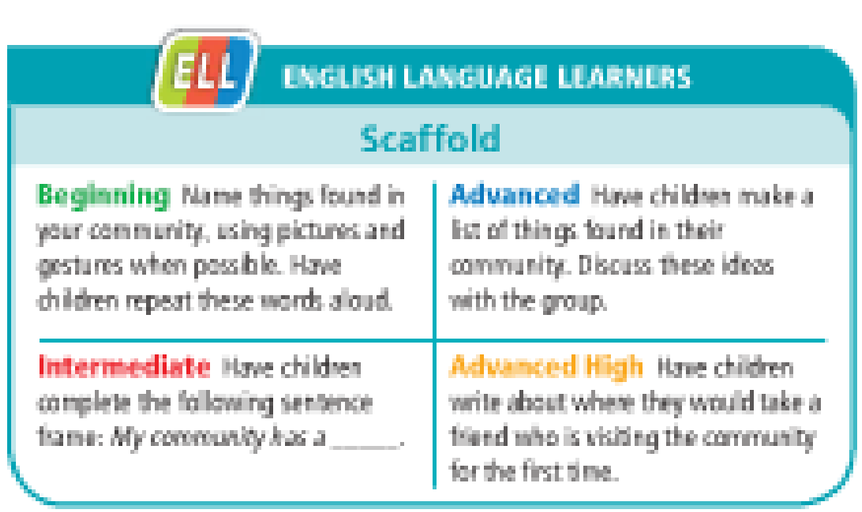
Research suggests that whole-group, small-group, and independent learning are all important components of an instructional program that will be effective for advanced learners. The ***Journeys*** program explicitly guides teachers in how to use the ***Journeys*** materials in three different instructional contexts: Whole-Group Teaching, Small-Group Teaching, and Independent Literacy Work. Each ***Journeys*** lesson is organized around **Leveled ReadersWhole-Group Lessons**, Small-Group activities, and Independent activities.



Small-group **Literature Discussions** in ***Journeys*** are particularly engaging and motivating to advanced learners, as teachers bring together a small group of children, grouped by interest in a topic, genre, or author.

Independent work in ***Journeys*** includes meaningful and productive activities for students to do while the teacher is engaged in Small-Group Teaching. In the ***Journeys*** program, ideas for independent reading and literacy work are provided in the **Suggested Weekly Focus**. For example, a prompt to link to the week's reading is provided each week for students to work in their **Reader's Notebooks**. **Independent Reading** is also part of the ***Journeys*** program, allowing advanced learners to challenge themselves with higher-level texts and engaging topics.

Finally, the ***Journeys*** program recognizes that a one-size fits all instructional program will not meet the needs of all students. Even in the suggestions for specific populations, such as English language learners, the ***Journeys*** program provides suggestions for differentiating the level of instruction, such as in this example in the Grade 2 Teacher's Edition:


ELL ENGLISH LANGUAGE LEARNERS

Scaffold

Beginning Name things found in your community, using pictures and gestures when possible. Have children repeat these words aloud.

Advanced Have children make a list of things found in their community. Discuss these ideas with the group.

Intermediate Have children complete the following sentence frame: *My community has a _____.*

Advanced High Have children write about where they would take a friend who is visiting the community for the first time.

Strand 9: Meeting the Needs of English Language Learners

Research shows that instruction in the key components of reading identified by the National Literacy Panel—phonemic awareness, phonics, fluency, vocabulary, and text comprehension—has clear benefits for ELLs as well as for other students (August & Shanahan, 2006). However, there is a growing consensus that ELLs are less likely to struggle with the basic skills—phonemic awareness and phonics—than with the last three components—fluency, vocabulary, and comprehension. These are the areas that cause many students, especially ELLs, to falter in mid-elementary school when they are expected to make the transition from "learning to read" to "reading to learn" (Francis et al., 2006a). When working with ELLs to improve their literacy, it is important that teachers choose interventions that target the specific difficulties each student is experiencing.

(Huebner , 2009, p. 90)

Defining the Strand

While English language learners (ELLs) benefit from the same best-practice instruction that research has shown to be effective with native speakers, Short and Fitzsimmons (2007) suggest the following promising practices for developing literacy among ELLs:

1. Integrated reading, writing, listening, and speaking instruction
2. Explicit instruction in the components and processes of reading and writing
3. Direct instruction in reading comprehension strategies
4. A focus on vocabulary development
5. Development and activation of background knowledge
6. Theme- and content-based language instruction
7. Strategic use of native language
8. Integrated technology use
9. Increasing motivation through choice

In addition, struggling English language learners "require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development" (Francis et al., 2006a, 1).

Huebner (2009) advises teachers of ELLs that "when selecting a program, educators should ensure that it … recognize[s] all the areas of essential literacy skills: phonological awareness, phonics, vocabulary, fluency, and comprehension. Research shows that this strategy can help students perform at or above-grade-level and sustain high performance (91).

In the ***Journeys*** program, specific suggestions and materials support the specific needs of English language learners. ELLs are supported through **Language Support Cards** and **English Language Learner Leveled Readers**. More specifics on how ***Journeys*** supports this population of students are provided in the following pages of this report.

Research that Guided the Development of the *Journeys* program

English Language Learners

English language learners benefit from the same kinds of effective instructional strategies from which all learners benefit (Chiappe & Siegel, 2006; Proctor, Carlo, August, & Snow, 2005). The five key components of reading, as identified by the National Reading Panel (2000), are clearly helpful to second language learners—including instruction in phonemic awareness and phonics (Mathes, Pollard-Durodola, Cárdenas-Hagan, Linan-Thompson, & Vaughn, 2007), fluency, comprehension, and vocabulary—as is explicit instruction in oral language and in writing strategies and structures (August & Shanahan, 2006; Vaughn, Mathes, Linan-Thompson, & Francis, 2005). Francis, Rivera, Lesaux, Kieffer, and Rivera (2006a) suggest that while the first two are particularly important for early readers, the last three components are critical during all stages of reading development. Explicit instruction in strategies for comprehension is an important part of an instructional plan for these students, and has been shown to lead to higher levels of comprehension among these students (Klingner & Vaughn, 2004). Grammar instruction, embedded in the context of writing experiences, has been shown to benefit these students as well (Scarcella, 2003). And, the use of technology—including word processing—has been shown to be beneficial as well (Silver & Repa, 1993).

In addition, English language learners (ELLs) have some specific instructional needs. Added instructional time, through grouping or other arrangements, benefits these students (Linan-Thompson, Cirino, & Vaughn, 2007). Additional instruction in vocabulary—and specifically in academic language—benefits these students (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a; Carlo et al., 2004; Zimmerman, 1997; Rousseau, Tam, & Ramnarain, 1993; Perez, 1981). While ELLs are likely to acquire conversational English easily, academic language is most likely acquired through direct instruction and classroom experiences (Teale, 2009; Jacobson, Lapp, & Flood, 2007; August & Shanahan, 2006). For English language learners, academic vocabulary can take much more time to master than conversational English (DeLuca, 2010).

Multimodal instruction, that is, instruction which connects the visual and the verbal, appears to lead to achievement gains among this population (Early & Marshall, 2008; McGinnis, 2007). For students struggling with vocabulary acquisition, instructional strategies that employ students' visual, nonlinguistic modes of learning—such as drawing pictures to represent words or webs to show relationships between ideas—can be particularly effective.

From Research to Practice

English Language Learners in Journeys

The ***Journeys*** program was designed to support the learning of all students. Scaffolded instruction for ELL students is provided throughout the Teacher's Edition. The effective instructional practices throughout the program and various components of the program support ELLs such as with the:

- **Language Support Cards** which build background and promote oral language while developing students' knowledge and understanding of high-utility vocabulary and academic language. These cards help teachers pre-teach critical skills and support varied ELL vocabulary needs—building background, promoting oral language, and developing high-utility and academic vocabulary. (They are referenced in the back of the Teacher's Editions, behind the teal tabs.)
- **English Language Learner Leveled Readers** which offer sheltered text that connects to the main selection's topic, vocabulary, skill, and strategy, and include an audio CD which models oral reading fluency.
- **Write-In Readers** provide for reinforcement of target vocabulary and textual themes, while providing strategic intervention on targeted skills and strategies through text-based questions and hints for struggling readers.
- **Red Intervention Tabs** provide specific suggestions for meeting the needs of ELL students.
- The **Week at a Glance** component, which provides an overview of the strategic intervention and English language instruction for each week of instruction.

In addition, the program meets the specific elements suggested by research to be effective with ELLs. Research by Echevarria, Vogt, & Short (2008, 2010a, 2010b) cites as proven practices that effective teachers of ELLs should:

- Provide high-quality literacy instruction with accommodations for ELLs.
- Write, post, and orally share content and lesson objectives for each lesson.
- Adapt content and materials as needed for ELLs.
- Explicitly link lesson concepts to students' backgrounds and past learning (see section in this report with ***Journeys*** references).
- Introduce, write, review, and highlight key vocabulary throughout each lesson (see Vocabulary—Strand 1—in this report for ***Journeys*** references).
- Provide students with regular opportunities to use learning strategies (such as decoding, predicting, questioning, monitoring, summarizing, and visualizing).
- Scaffold student learning (such as through the ***Journeys*** I Do, We Do, You Do structure).
- Employ varied groupings and opportunities for whole-group and small-group interactions.
- Incorporate and integrated reading, writing, speaking, and listening.

In addition, research syntheses by August and Shanahan (2006); Genessee, Lindholm-Leary, Saunders, and Christian (2006); and Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcella (2007) suggest that, in addition to the above elements, teachers can support ELLs with:

- Predictable routines (see section in this report on predictable routines for ***Journeys*** references)
- Graphic organizers that support comprehension of content (see section in this report on graphic organizers for ***Journeys*** references)
- Practice in reading words, sentences, and stories (as students will throughout every component of the ***Journeys*** program)

Every lesson in ***Journeys*** provides guidance for teachers on how to meet the particular needs of English language learners.

For example, see these suggestions from Kindergarten, Online Lesson 16:

Front-Load Vocabulary
Make sure children know the meanings of look, yard, tree, grass, flowers, birds, and me. Use the illustrations and explanation to help clarify meanings.

Or, these suggestions from Grade 3, Online Lesson 14: Good Dogs, Guide Dogs:

English Language Development

Reading Support
After reading aloud, help students make a list of interesting language and new words. They may wish to include the types of assistance dogs, the breed names, or the qualities of guide dogs.

Cognates
Support Spanish speakers by pointing out cognates in the text. Understanding the Spanish words may help students learn the English words; for example, transporte público (public transportation), inteligente (intelligent), desobediencia (disobedience), and independencia (independence).

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Notes

Notes

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